

**DEVELOPING ENGLISH INTERACTIVE LEARNING MULTIMEDIA  
FOR THE ELEVENTH GRADE STUDENTS OF  
THE AUTO BODY REPAIR ENGINEERING STUDY PROGRAM  
AT SMKN 2 SLEMAN FOR SEMESTER 2  
IN THE ACADEMIC YEAR OF 2012/2013**

**A Thesis**

**Submitted for the fulfillment of the requirements for a *Sarjana Pendidikan*  
Degree in English Language Education**



**by**

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
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YOGYAKARTA STATE UNIVERSITY**

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**APPROVAL SHEET**

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**27** February 2014



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## RATIFICATION SHEET

**DEVELOPING ENGLISH INTERACTIVE LEARNING MULTIMEDIA  
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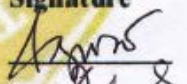
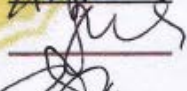
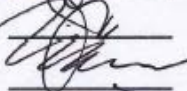
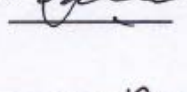
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## PERNYATAAN

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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Yogyakarta, 21 Februari 2014

Penulis,



Putri Hayu Austina

## MOTTO

وَوَجَدَكَ ضَالًّا فَهَدَىٰ

And He found you lost and guided you

Quran 93:7 (*Surat ad-Dhuha*)

"Take advantage of five matters before five other matters: your youth, before you become old; and your health, before you fall sick; and your richness, before you become poor; and your free time before you become busy; and your life, before your death."

-The Prophet Muhammad (SAW)-

"It always seems impossible until it's done."

-Nelson Mandela-

## DEDICATIONS

I would like to dedicate this work to:

- ♬ my beloved and loving parents, Drs. Samsul Maarif, M.A. and Dra. Juwanti Sardjanah for their love and endless support
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- ♬ my younger sister, Dek Dia
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Writer,

Putri Hayu Austina

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**DEVELOPING ENGLISH INTERACTIVE LEARNING MULTIMEDIA  
FOR THE ELEVENTH GRADE STUDENTS OF  
THE AUTO BODY REPAIR ENGINEERING STUDY PROGRAM  
AT SMK N 2 SLEMAN FOR SEMESTER 2  
IN THE ACADEMIC YEAR OF 2012/2013**

by  
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**ABSTRACT**

This study aimed to develop an interactive learning multimedia for the 11<sup>th</sup> grade students of the Auto Body Repair Engineering study program at SMKN 2 Sleman.

This is a Research and Development (R & D) study. The population of this research was the eleventh grade students of the Auto Body Repair Engineering study program in the vocational high school. The sample population was the eleventh grade students of Auto Body Repair Engineering study program in SMK N 2 Sleman. The class consisted of 32 students. The research procedure was adapted from the model proposed by Lee and Owens (2004). The research procedure consists of 5 phases, i.e. analysis, design, development, implementation, and evaluation. During this research, the implementation phase was omitted due to the time limitation in conducting the research. The analysis phase dealt with collecting data on the students' needs by giving questionnaires to the students and then analyzing the data. The obtained data was in the form of statistic data. The statistic data was then analyzed by numbers and percentages. The data for developing the content materials were gathered by analyzing some documents such as the syllabus and some additional course books. The design phase involved designing the flowchart as the detailed outline of the interactive learning multimedia. The development phase focused on developing the first draft of the interactive learning multimedia. The evaluation phase involved the evaluation of the interactive learning multimedia through the feedback and suggestions from the validators during the expert judgment process.

The findings of the research show that the students recognized that they need to learn English to prepare them for their future career. Based on this result, the learning materials that meet their needs are essential. They also need some multimedia that can motivate them to learn the materials. Based on the results of needs analysis and material analysis, the researcher decided that the contents cover five sections, i.e. Oral Cycle, Written Cycle, Vocabulary Enrichment, Glossary, and Summary. Based on the results of the expert judgment process, the developed multimedia is considered appropriate for the Grade XI students of Auto Body Repair Engineering study program in the vocational high school.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

In the Indonesian educational system, the senior high school level (10<sup>th</sup>-12<sup>th</sup> grades) is divided into two types i.e. the general high school and vocational high school. As mentioned in the *UU Sistem Pendidikan Nasional Pasal 18* (the Act of National Education System Article 18), both are the continuation of the previous educational level namely the junior high school. Although both belong to the same grades and have the same three years of education to complete, the teaching/learning process has different aims. The teaching/learning process in the general high school aims to prepare the students for the higher educational level. Meanwhile, the teaching/learning process in the vocational high school aims to prepare the students for their future career. When the students are registering for the vocational high school, they choose the specific study programs offered by the school. It means that from the first year until the third year they will study materials and professional skills related to their study programs such as Accounting, Marketing, Electrical Engineering, Multimedia, Animation, Music, or other programs. This system is different from the general high school where the students will have to choose either the social or science program in the second year. Even so, the concentration programs in the general high school are less specific than those in the vocational high school.

Realizing that the teaching/learning process in the vocational high school aims to prepare the students for the future career, the educators have to take into

account of some considerations. The first is that they have specific needs in learning English as a response to the communicative demands in the workplace. The English learning materials should suit their professional skills because they may need to use English to communicate in the real workplace situation. For instance, vocational high school students of the Auto Body Repair Engineering study program need to learn the specific English used to support them in English with other people in the workplace while doing some specific jobs. Based on this consideration, the students should be provided with the learning materials that meet their needs. Another consideration is about the presentation of the learning materials. Learning materials are often only presented through textbooks or handouts and this may lead to such monotonous learning way. On the other hand, the students may be more motivated when they experience various learning ways. When they improve their motivation, they may as well improve their achievement.

Many educators are currently developing CALL-based learning to promote the various learning ways. One of its applications is by using interactive learning multimedia to present the materials in a more interesting way. Educators consider that interactive learning multimedia has some advantages in the teaching/learning process. First of all, the use of interactive learning multimedia offers the variety in learning language and it can also motivate the students more. It is believed that if they have high motivation, they can achieve more in the class. Secondly, they can learn and understand the materials better with the help of interactive components such as sounds, pictures, videos, animations, and effects. Those components make the learning more effective because they can stimulate



students' visual and audio sensor as well as attract students' attention. The next advantage is that it can promote independent learning where they may reflect on how far they understand the materials learned in the classroom.

Even though many educators know that using interactive learning multimedia can improve the quality of teaching/learning process, there are some obstacles that cause on the absence of interactive learning multimedia in the classroom. The first obstacle is that there is no advanced technology provided at the school. At some schools, the language laboratory may only provide the audio learning such as headset/earphone, microphone, and audio players but there is no monitor so they cannot display pictures or video. Some other schools may face a different obstacle in using the interactive learning multimedia in the classroom. They may have advanced technology such as a complete set of computers with the monitor that can display pictures or video, headset/earphone, and microphone, but they lack the interactive learning multimedia program.

## **B. Problem Identification**

SMK N 2 Sleman is one of the vocational high schools in Yogyakarta that offer some engineering vocational study programs such as Audio Video Electronics Engineering, Auto Body Repair Engineering, Machine Engineering, Geology, and Industrial Chemistry. The school is provided with 2 language laboratories and 1 self-access language learning center. The language laboratory is provided with 32 complete sets of computers with the monitor, headset/earphone, and microphone. There are around 32 students in every class, so each student can

operate a computer for themselves when the English learning takes place in the language laboratory. The self-access language learning centre is provided with a TV, computers, and audio players.

In some occasions, the students have their English class in the language laboratory. The school has bought a multimedia learning program *Tell Me More* and has it installed on all computers. The English teacher also uses a course book *New Interchange 2* for the teaching-learning process which takes place in the classroom. The multimedia program *Tell Me More* and course book *New Interchange 2* provide the students with general English, while the vocational high school students need to learn about vocational English relevant to their future career. The teacher actually agrees that the students should learn vocational English but due to some considerations, such as preparing students for the National Exam, the teacher still teaches general English to the students. The other consideration is that the teacher has difficulties to find a proper multimedia learning program that provides the students with the vocational English relevant to their study program. For some additional course books, the teacher uses *Oxford English for Auto-mobile Industry* and *Longman's Technical English* to give the students a grasp of vocational English.

### **C. Problem Limitation**

The researcher focused on developing an interactive learning multimedia program containing materials relevant to the Auto Body Repair Engineering study program at SMK N 2 Sleman of the eleventh grade for the second semester. The

eleventh grade students of the vocational high school are expected to communicate in English equivalent to the elementary level as the standard of competence. The content materials covered 2 basic competences from the total 7 basic competences during the semester. The first basic competence is to express various kinds of intention, whereas the second basic competence is to comprehend simple instructions.

The interactive learning multimedia program was created with an e-learning development software named *Lectora Inspire 11.2*. Before designing the program, the researcher conducted some needs analysis and material analysis. Needs analysis is aimed at identifying the students' needs while material analysis is aimed at identifying the materials that meet students' level of proficiency. The materials were adapted and modified from the *Oxford English for Auto-mobile Industry* and *Longman's Technical English*.

#### **D. Problem Formulation**

The problems can be formulated as follows:

1. What are the needs of the eleventh grade students of the Auto Body Repair Engineering study program at SMK N 2 Sleman?
2. What are the characteristics of suitable interactive learning multimedia that can be used to support the teaching/learning process of vocational English to the students at SMK N 2 Sleman?
3. How does the interactive learning multimedia support the teaching/learning process of vocational English to the students at SMK N 2 Sleman?

**E. The Objectives of the Study**

1. to identify the needs of the eleventh grade students of the Auto Body Repair Engineering study program at SMK N 2 Sleman
2. to identify the characteristics of suitable interactive learning multimedia that can be used to support the teaching/learning process of vocational English to the students at SMK N 2 Sleman
3. to analyze how the interactive learning multimedia support the teaching/learning process of vocational English to the students at SMK N 2 Sleman

**F. The Significance of the Study**

This study is expected to be able to give a valuable contribution to:

1. Students

The result of this study is expected to be able to provide the vocational high school students, especially those who are taking the Auto Body Repair Engineering study program, with materials relevant to their future career to enhance their learning.

2. Teachers

The developed interactive learning multimedia can be used to support the English teaching/learning process. Teachers can use it in their class.

3. Other researchers

The result of this study can be a reference to conduct a study for different fields.

4. Media designers

The result of the study can encourage media designers to develop interactive multimedia containing materials that meet students' needs.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

It has been mentioned in the previous section that this study aims to develop an interactive learning multimedia to support the English teaching in the vocational high school, especially for students of Auto Body Repair Engineering. The basis to develop the interactive learning multimedia is by reviewing some theories such as the theories of language, English for Specific Purposes, curriculum of English in the vocational high school, genre-based language teaching, instructional media, interactive learning multimedia, learning theories, and autonomous learning.

#### **1. Teaching English in Vocational High School**

##### **a. Theories of Language**

In Indonesia, English is considered as a foreign language, not a second language. English is not used in the national government and it is used mainly in the educational and multinational business sectors. Students who are learning English may only get the language exposures in the class unless they open their access to the language outside the class. That is how it is essential to take a look at the nature of language in determining the suitable approach in teaching a foreign language. According to Richards (2002:20-21), there are three different theoretical views of language: structural view, functional view, and interactional view.

Firstly, he explains that based on the structural view, language is considered as a system that consists of structures as the elements to represent message to be understood by the receiver. In the language learning process, the language teachers take account of this view by emphasizing on the mastery of its elements including phonological units (phonemes), grammatical units (clauses, phrases, sentences), grammatical operations (adding, shifting, joining, or transforming elements), and lexical items (function and structure words). It can be understood that by applying this view to the language teaching-learning process, the teachers believe that grammar is the most important factor so they give focus on the grammar itself.

The second theoretical view of language proposed by Richards is the functional view where language is defined as “Language is a vehicle for the expression of functional meaning.” It implies that language is used as a tool to convey meaning in communication. Getting the meaning across is the goal of the communication and language is used to achieve that. This view does not see grammar as the only important element in language learning. The emphasis on grammar in language learning has been shifted by the revival of this theory. The language learning in the functional view is targeted on the semantic and communicative dimensions. The language learning materials are often categorized based on the meaning and function, in preference to the structure and grammar. According to this view, the learning activities used should be based on the language functions whether it is transactional or interpersonal. The activities should have communicative purpose so students will be encouraged to get the



message across while doing those activities. Robinson in Richards (2001:21) also added that the revival of ESP is urged by this theoretical view on functional account of learner needs. It implies that there should be some study to formulate what functional language the students need to learn in order to prepare them for using the language in the specific professional situation.

Richards (2002:21) also states the third theoretical view of language namely the interactional view. This view defines language as “a tool for the creation and maintenance of social relations”. Language in the interactional view carries two important tasks, i.e. “as a vehicle for the realization of interpersonal relations” and “for the performance of social transactions between individuals.” Interactional view of language puts more focus on the patterns of moves, acts, negotiation, and interaction in conversational exchanges. The implications of this view on the language teaching relies on the existence of specified and organized materials based on the patterns of exchange and interaction. It means that in the teaching-learning process, the activities should promote the interaction among the students as the interactors who will interact and exchange information to each others.

In accordance with Richards’ interactional view of language, Harmer (2007:28-29) proposes that language is a social construct as much as it is a mental ability. The awareness of appropriacy is essential in learning a language. Variables that affect speakers’ choice in using the appropriate language are setting, participants, gender, channel, topic, and tone. In order to use the language appropriately, language learners need to be aware of the place and situation, the

people that they are talking to— whether they are talking to their friends, colleagues, or bosses and whether they are talking to men or women—, the communication tools (SMS text, telephone, mails, microphone), the topic being addressed, and various tones that imply formality and informality, politeness and impoliteness.

The topic being addressed in a certain place or situation will give impacts on how people choose any certain lexicon and grammar. Basturkmen (2006:15) examines the issue on language varieties where language use (register) is described in specific types of situations such as in academic, workplace, or professional environments. Bloor and Bloor in Basturkmen (2006) state:

All language learning is acquired from one variety or another, even if it is 'classroom English' variety. A language learner is as likely to acquire 'the language' from one variety as from another, but the use of language, being geared to situation and participants, is learned in appropriate contexts. This view supports a theory of language use as the basis of language acquisition theory.

Based on this perspective, teaching and learning English for specific purposes does not need to wait for the learners to firstly get the grips with the general English. The process of teaching and learning more specific English language variety can take place in any level. ESP will even give more advantages to the learners as the learners can learn about basic grammar on how to construct sentences and convey meaning in English while at the same time it can prepare their readiness to use the language in the workplace or professional environments.

## **b. English for Specific Purposes**

A distinction of English teaching is made based on the purpose of the learners, namely English for general purposes and English for Specific Purposes (ESP). English for general purposes focuses on the daily English use, whereas ESP deals with the English use in more specific areas. The areas can be academic or non-academic. In the academic area, the English is specified in dealing with matters in more specific subject areas such as Engineering, Computing, Law, or Business. In the non-academic area, it focuses on the English use in the professional environment. Hutchinson and Waters (1987: 19) state that English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Douglas (2000) shows some learning components of Language for Specific Purpose (LSP) through his definition of a specific purpose language test.

A specific purpose language test is one in which test content and methods are derived from an analysis of a specific purpose target language use situation, so that test tasks and content are authentically representative of tasks in the target situation, allowing for an interaction between the test taker's language ability and specific purpose content knowledge, on the one hand, and the test tasks on the other. Such a test allows us to make inference about a test takers' capacity to use language in the specific purpose domain.

According to his definition, there are some learning components that need thorough deliberation in ESP context. The components include specific content and method, language input in target situation, and representative tasks in target language.

Lorenzo in Brunton (2009) explains that ESP “concentrates more on language in context than on teaching grammar and language structures”. It is in line with Nunan (2004:7), who states that:

the basic insight that language can be thought as a tool for communication rather than as sets of phonological, grammatical, and lexical items to be memorized led to the notion of developing different learning programs to reflect the different communicative needs of disparate groups of learners

Brunton (2009) states that “English for Specific Purposes (ESP) arose as a term in the 1960’s as it became increasingly aware that general English courses frequently did not meet learner or employers wants”. Based on these insights, learners have their own needs in learning English. It leads to the awareness of designing learning materials that meet the learners’ needs.

Before designing the suitable learning materials, the teachers have to analyze the learners’ needs. Hutchinson and Waters (1987: 54) show a basic distinction between target needs and learning needs. Target needs define what the learners need to do in the target situation while learning needs define what the learners need to do in order to learn. It is more useful to look at the target situation in terms of necessities, lacks, and wants. The necessities are the types of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. The lacks are the gaps between what the learners have already known and the necessities. The wants are what the learners want.

ESP instructions have some characteristics that differentiate them from the general English instructions. Dudley-Evans and St John cited in Brunton (2009) state that definition of ESP can be seen through two characteristics below:

- a. Absolute characteristics :
  - a) ESP is designed to meet specific needs of the learner.
  - b) ESP makes use of the underlying methodology and activities of the disciplines it serves.
  - c) ESP is centered on the language (grammar, lexis, register), skills, discourse and genres that are appropriate to activities.
- b. Variable characteristics :
  - a) ESP may be related or designed for specific disciplines.
  - b) ESP may use, in specific teaching situations, a different methodology from that of general English.
  - c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level.
  - d) ESP is generally designed for intermediate or advanced learners; and
  - e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

What is taught for ESP learners must be related to the learners' real world (what are expected by them). So, the ESP teachers should think about what is needed by the learners and understand the nature of their students' subject area. After that, the ESP teacher can use context, texts, and situation from their subject area.

Marco and Pueyo (2006) mention the principles in designing ESP course: use of authentic and up-to-date materials; real-world challenging tasks which motivate, interest, and stimulate students; integration of different skills; activities which engage students in using language for authentic purposes; activities and materials which meet the students' learning objectives and needs and which are appropriate for the students' level; development of critical thinking skills;

activities which allow students to use their knowledge on a topic and their skills; and collaborative learning.

### **c. The Curriculum of English for Vocational High School**

BSNP (*Badan Standar Nasional Pendidikan*) (2006) states that there are three groups of specific lesson in vocational high school. They are normative, adaptive, and productive. Normative lessons include religious education, civic, Indonesian, Sport and Health education, and Culture Art. Adaptive lessons consist of English, Mathematics, Science, Social, Information Technology, and Entrepreneurship. Productive lessons refer to the students' skill competencies.

English is one of the adaptive lessons. It aims to give learners the ability to communicate English in the context of communicative material that is needed for their department in oral and written. Besides, the English lesson gives the learners the ability to communicate English in daily life suitable with global demand. It also gives them the ability to develop communication on higher level.

According to BSNP (*Badan Standar Nasional Pendidikan*) (2006), English learning at vocational high school has some characteristics, such as:

- 1) The language has central role in intellectual, social, and emotional development of the students and support success in learning all subjects. Therefore, learning English is not only to communicate but also to develop the students so that they can be the people that have global competition.
- 2) Effective communication demands the use of language well i.e. the language that is appropriate with the rules of language and the demand of communicative context.
- 3) Real communication always happens in natural context. Because of it, learning English should be done by involving the students and their environment in the context of daily life. So, it should be authentic and natural.

- 4) The communication is a means to achieve the true goal i.e. to fulfil life need.
- 5) English is a means of global communication. Mastering English is expected to help the students to understand and make strong local and national culture, also know and understand international culture. Therefore, learning English should be done by noticing all those three aspects.
- 6) Mastering English well can be effective means to improve knowledge and technology so that it can improve the competition of Indonesia human resources.

In the KTSP (School-based Curriculum), there are three proficiency levels of English in SMK. For the tenth grade, the students are aimed to master the basic language communication in the novice level. For the eleventh grade, the students are aimed to master the basic language communication in the elementary level. For the twelfth grade, the students are aimed to master the basic language communication in intermediate level. Each proficiency level in each grade in SMK has certain standard of competence and basic competence for the English subject as follows:

**Table 1: Standard of Competence and Basic Competence in SMK**

| <b>Standard of Competence</b>                          | <b>Basic Competence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Communicating in English equivalent to novice level | 1. 1 Comprehending basic expressions in the social interaction for the purpose of life<br>1. 2 Mentioning objects, people, characteristics, time, days, months, and years<br>1. 3 Describing objects, people, characteristics, time, days, months, and years<br>1. 4 Making simple speech sufficient for basic functions<br>1. 5 Explaining the ongoing activities in simple ways<br>1. 6 Comprehending memo and simple menu, public transportation schedule, and traffic signs.<br>1. 7 Comprehending words, idioms, and simple sentences based on formulas |

*(continued)*

(continued)

| Standard of Competence                                       | Basic Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | 1. 8 Writing simple invitation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2. Communicating in English equivalent to elementary level   | 2. 1 Comprehending simple daily conversation in professional and interpersonal context with non-native speakers<br>2. 2 Taking simple note in direct interaction and through media<br>2. 3 Detailing job description and educational background in spoken and written ways<br>2. 4 Telling about jobs in the past and job plans in the future<br>2. 5 Expressing various kinds of intention<br>2. 6 Comprehending simple instructions<br>2. 7 Making short messages, instructions, and lists with proper diction, spelling, and grammar. |
| 3. Communicating in English equivalent to intermediate level | 3. 1 Comprehending monologues occurring in the certain work situation<br>3. 2 Comprehending limited conversation with native speakers<br>3. 3 Presenting reports<br>3. 4 Comprehending the tool instruction manuals<br>3. 5 Comprehending simple business letters<br>3. 6 Comprehending technical documents<br>3. 7 Writing simple business letters and reports                                                                                                                                                                          |

The research was conducted in the eleventh grade of the Auto Body Repair Engineering study program in SMK Negeri 2 Sleman. The teacher uses *New Interchange 2* as the main course book because the book is considered to have rich English competencies. The English teaching and learning cycle follows the steps on the book. Pedagogically, the steps implement the principles of genre-based approach explained by Feez and Joyce (1998). They explain that the teaching and learning process is divided into several stages to provide students with “scaffold” to develop their ability from the dependent to independent control of using a certain text-type. The stages are: 1) building the context; 2) modelling



and deconstructing the text; 3) joint construction of the text; 4) independent construction of the text; and 5) linking related texts. In some cases, students may only learn about a particular text-type and the teachers do not relate it with other text-types. Hence, the learning stages may not include the fifth step.

Each stage is aimed at providing the students with some help to reach different purposes. The purposes are carried through different activities. To give a picture on how the teaching and learning cycle are implemented, the researcher will explain the steps when students learned to tell about past events in English. The basic competence in the syllabus is written as “telling about jobs in the past and job plans in the future”. The teacher then divided it into two main parts: the past event and the future plans. The teaching/learning cycle for the past event is done through building of the context followed by the oral and written cycles. The oral and written cycles are described further on the Table 2 and Table 3 below:

**Table 2: Cycle 1 (Oral Cycle)**

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Modelling and deconstructing the text</b> | <ul style="list-style-type: none"> <li>• <b>Conversation models :</b><br/>Students listen to the conversation and practice it by reading the transcription</li> <li>• <b>Linguistic features / grammar points:</b><br/>Students are given explanation and examples of the linguistic features and grammar points related to the text-type. They will have chance to discuss it with the whole class or in pairs.</li> <li>• <b>Listening practice and taking notes :</b><br/>Students take notes about the information of people' success stories. Students and teacher discuss it with the whole class.</li> <li>• <b>Vocabulary Enrichment :</b><br/>Students learn and practice the adjective words that can be used to describe people. They also learn to construct noun phrases (adjective + noun).</li> </ul> |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*(continued)*

*(continued)*

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Joint construction of the text</b>       | <ul style="list-style-type: none"> <li>• <b>Pair work :</b><br/>Students are given exercises related to the topic and the linguistic features / grammar points of the text-type.</li> <li>• <b>Pair discussion :</b><br/>Students discuss the exercises together and teacher goes around the class and take note of any problem that the students face. Later on, the teacher goes over the problems and solutions with the whole class.</li> </ul>                                                                                                                                                     |
| <b>Independent construction of the text</b> | <ul style="list-style-type: none"> <li>• <b>Preparation for oral activity :</b><br/>Students are to write a short note about the biography of someone they know (family or friends). Teachers give the topics to be written in the note (childhood, family life, school, job, achievement).</li> <li>• <b>Discussion in pairs :</b><br/>Students exchange notes and read them. Teacher encourages students to ask follow-up questions and give additional information.</li> <li>• <b>Revision :</b><br/>Students exchange partners and tell others about the person they have written about.</li> </ul> |

Table 3: Cycle 2 (Written Cycle)

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Modelling and deconstructing the text</b> | <ul style="list-style-type: none"> <li>• <b>Reading an article :</b><br/>Students are given an article about short biographies of gifted children. Students and teacher discuss the content and linguistic features with the whole class.</li> <li>• <b>Linguistic features / grammar points:</b><br/>Students are given explanation and examples of the use of the present perfect tense. They will have chance to discuss and practice it with the whole class or in pairs.</li> </ul> |
| <b>Joint construction of the text</b>        | <ul style="list-style-type: none"> <li>• <b>Pair work :</b><br/>Students are given exercises related to someone's achievement. They practice on how to construct sentences in the present perfect tense.</li> </ul>                                                                                                                                                                                                                                                                      |

*(continued)*

(continued)

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <ul style="list-style-type: none"> <li>• <b>Pair discussion :</b><br/>Students discuss the exercises together and teacher goes around the class and take note of any problem that the students face. Later on, the teacher goes over the problems and solutions with the whole class.</li> </ul>                                                                                                                        |
| <b>Independent construction of the text</b> | <ul style="list-style-type: none"> <li>• <b>Writing Activity :</b> Students are to write a short biography and achievement about some public figures.</li> <li>• <b>Discussion in pairs :</b><br/>Students exchange compositions and read them. Teacher encourages students to ask follow-up questions and give additional information.</li> <li>• <b>Revision :</b><br/>Students revise their compositions.</li> </ul> |

#### **d. Genre-based Language Instruction**

There are four major language skills that have to be learned by all language learners. Brown (2001:232) examines the integration skills in English language teaching which includes the four language skills –listening, speaking, reading, and writing. Listening and reading are categorized as receptive skills, while speaking and writing are productive skills. Another categorization is made in the oral and written skills. The oral skills include listening and speaking skills, whereas the written skills include reading and writing. The skill integration promotes the students with the understanding of the relationship between several language in the real life. It is also stated that the integration of the four skills bring a communicative, interactive framework. According to this overview on integrated language skills, it implies that the skills can not be obtained separately. These four skills support one another. Moreover, in the real life communication, two or more skills occur at the same time. Based on this view, the teachers should embrace and integrate those four skills in the learning activities.

Feez and Joyce (1998) propose genre-based approach, also known as text-based approach, as one of the communicative language teaching approaches. They state that text-based approach emphasizes on the language in a text and how it is used in social contexts. They also describe a text as “any stretch of language which is held together cohesively through meaning”. Richards (2006) discusses that the main part of text-based language instruction is the text types. There are various text types used in the communication and they carry different purposes in the social context. Therefore, it is essential to identify the characteristics of the texts in terms of the text organization, grammar, vocabulary, topics, and functions.

## **2. Instructional Media**

### **a. Definition of Instructional Media**

In the teaching and learning process, teachers use media to support the process. Media are defined in various ways. Gagne in Ruis et al. (2009:2) defines media as a set of components in the learners’ environment that facilitate their learning. Briggs in Ruis et al. (2009:2) defines that media are physical tools used to transmit message to the learners and give them learning stimulation. According to Scanlan in Ruis et al. (2009), teachers use the materials and the instructional media as physical tools in the class to help their students achieve the learning goals. Based on these definitions, media are a set of components or tools provided by the teachers to facilitate the students’ learning process so that they students can achieve the learning goals.

### b. Types of Instructional Media

Media can be presented in various way. The National Education Association in Ruis et al. (2009:2) argues that media can be in the form of either printed or audiovisual communication. The media include traditional media such as chalkboards, handouts, charts, slides, overheads, real objects, flash card and videotape or film, as well as newer media and methods such as computer, DVDs, CD-ROMs, the Internet, and interactive video conferencing. Hadfield in Harmer (2007) proposes a learning resources pyramid in Figure 1.

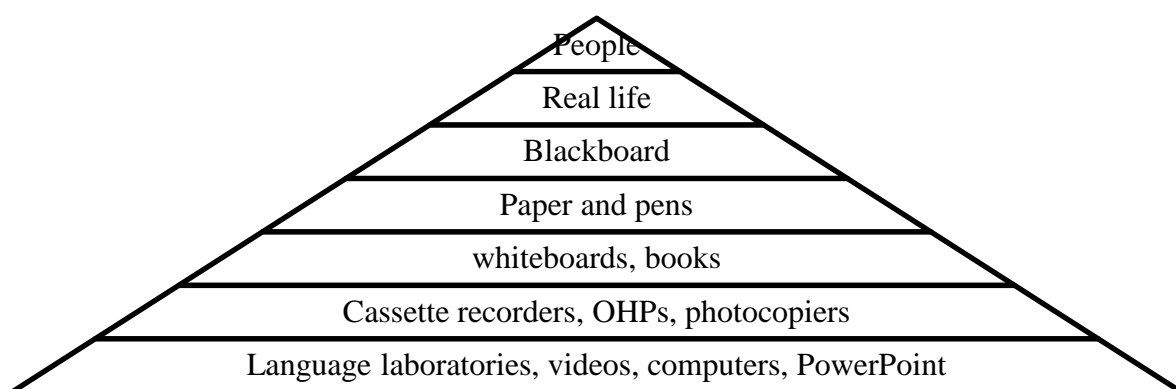


Figure 1: **Resources Pyramid**

Learning resources which refer to the instructional media offer various routes for learning and discovery. It is considered as tools to help teacher in the approaches and techniques they are using. Harmer (2007) proposes many kinds of the instructional media such as realia, pictures, cards, cuisenaire rods, the coursebook, the board, OHP (overhead projector), the flip chart, computer-based presentation technology, the Internet, websites , and CD-ROM.

### c. Criteria of Good Instructional Media

Teachers should make some consideration before choosing what instructional media to facilitate them in achieving the learning goals. Strauss and Frost in Ruis et al. (2009) propose nine key factors that should influence the process in selecting good media in the following figure:

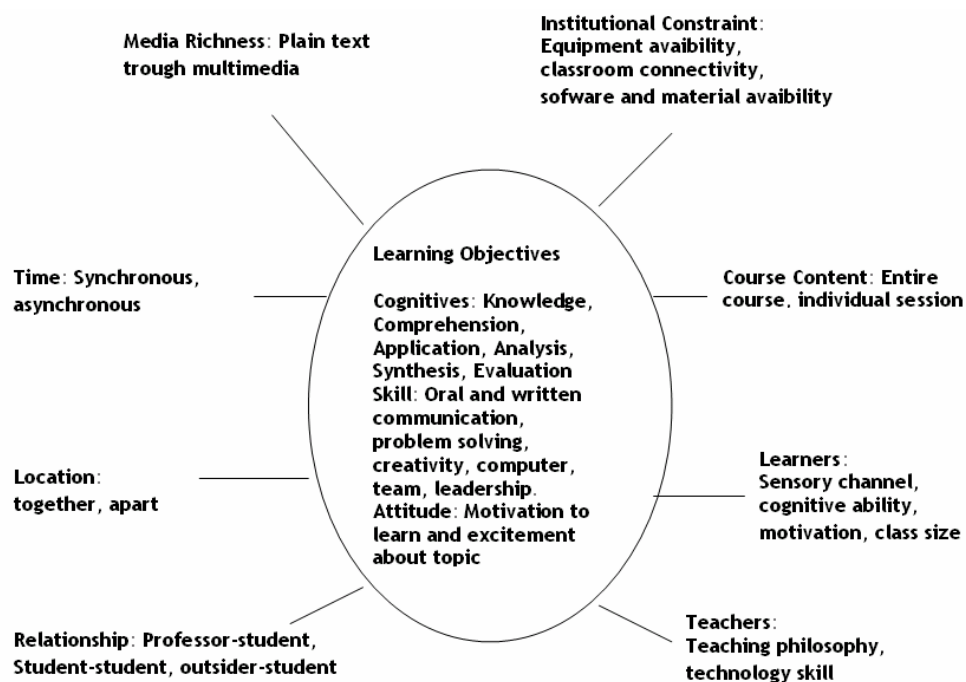


Figure 2: **Nine Key Factors of Media Selection**

According to this figure, the media selection needs to consider: 1) the institutional constraints of materials and facilities availability; 2) whether the course content is in line with the learning objectives and strategies; 3) The learners characteristics in terms of their sensory channel, cognitive ability, motivation, and number of students (a small group or large group); 4) Teachers' teaching philosophy and technology skill; 5) Course learning objectives (cognitive, skill, and attitude); 6) Relationships between teachers and students during the learning process (teacher-

student or student-student) and their roles; 7) The learning location (all students together or apart); 8) Time (synchronous versus asynchronous); and 9) media richness level (what components provided by the media that can support the learning process).

In line with the previous key factors, Reiser and Dick in the same book simplify the key factors into three main criteria in selecting instructional media : practicality, student appropriateness, and instructional appropriateness. They propose questions for each criteria as follows:

1. **Practicality:** Is the intended media practicality in that the media is available, cost efficient, time efficient, and understood by the instructor?
2. **Student Appropriateness:** Is the intended media appropriate for the developmental and experiential levels of the students?
3. **Instructional Appropriateness:** Is the intended media appropriate for the planned instructional strategy? Will the media be allowed for the presentation of the proposed lesson in an efficient and effective manner? Will the media be facilitated for the students' acquisition of the specific learning objectives?

Those criteria show that media to support the learning process should be selected through detailed and careful consideration. It is done to bring good effects on the learning process. Sometimes teachers will need to adapt and modify the media to fulfill the criteria.

#### **d. Advantages of Instructional Media**

Instructional media have many advantages such as: attracting attention, developing interest, adjusting the learning climate, and promoting acceptance of an idea as explained by Ruis et al. (2009). There are more reasons on why

teachers should apply instructional media in teaching-learning activities. The reasons are described as follows:

1. Instructional media can solve the lack of the learners' experiences. Learners have different background such as family life, society, social economic, etc. Learners who live at different areas will have different experiences, because they have different environment, society, social economic, etc.
2. Instructional media can reach everything out of the class. There are so many things around the learners that can not be reached by themselves, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a media. We use a picture to present things which can not be brought into the classroom such as: markets, stations, harbors.
3. Instructional media create the possible direct interaction between the learners and their environment.
4. Media produce some observation. The learners' observation can be directed into the important things based on the teachers aims.
5. Media can keep the basic, concrete and real concepts of the teaching.
6. The learners' motivation are aroused by using media in learning.
7. Media integrate the experience from the concrete things to the abstract ones.

Mishra and Sharma (2005: 17) suggest that media brings advantages to “improve retention, expand the scope and resources available in learning situations, and increase the motivation of users”. In the same book, Wright describes the supports given by using media in teaching-learning process as follows:

1. Clarifying and illustrating complex subjects
2. Adapting to individual learning styles
3. Improving retention and aiding recall
4. Reaching nonverbal learners

It can be concluded that media are essential to promote effective teaching and learning process. Media can foster the message transferring process during the learning so it can help the students achieve the learning goals.



### **3. Interactive Learning Multimedia**

#### **a. Definition of Interactive Learning Multimedia**

The rapid development of Information Technology (IT) brings advantages in the educational field. One of the advantages can be observed through the use of computers to assist the students in their learning process. Some schools have language or computer laboratories where students have access to the computer for learning from an interactive multimedia learning program. Multimedia experts show some definitions related to the term 'multimedia'. In Mishra and Sharma (2005: 18), Mayer simplifies the definition of multimedia as "presentation of material using both words and pictures" while Roblyer and Schwier show the definition as: "a computer system or computer system product that incorporates text, sound, pictures/graphics, and/or audio". Bhatnagar et al (2002:4) describes multimedia as a combination of several elements such as text, graphics (in form of still and animated graphics), sound, and motion video which are transmitted to the users through a computer. The word 'multimedia' comes from the word combination of "multiple" (very many of the same type, or of different types) and "media" (a method or way of expressing something). Media is the plural form of 'medium' which means a 'transmission channel', a way of transmitting message to communicate or get things done.

Phillips in Mishra and Sharma (2005) puts the term "interactive" in his definition. He stated that interactive multimedia is the coherent combination of text, pictures, sound, animation, and video as the new trend in computer software to present information. The term "interactive" shows that it provides the users

with an ability to control the environment while using it. Bhatnagar et al. (2002:4) makes a salient distinction between traditional multimedia (such as radio and television) and digital multimedia that relies on the existence of interactivity. The strength points of computer provides the users with a capability to have interactions with the programs.

#### **b. Elements of Interactive Learning Multimedia**

Interactive learning multimedia consists of some elements combined together to create learning environment. Mishra and Sharma (2005:19) explain the elements of interactive multimedia. The elements include sound, graphics and colour, animation, video, and hypermedia/hypertext. Sound can help complete the visual information that comes together with the sound. Sound is also effective for drawing learners' attention, arousing and holding their interest, providing cues and feedback, helping with the memory retention, and providing common audio related to the subject matter. Music is used as a feedback augmentation, attention getter, users' alert, mood support during the presentation. Graphics and color is affective for giving simple decoration on the presentation as well as for "higher-level interpretation and transformation (helping the observer to form valid mental images)". Video (or pictures in motion) can be used to show action and give illustration on processes. The more advanced video can also give affective impacts to the learners. Hypermedia and hypertext provide the multimedia users (the learners) to access extended information (materials) related to the materials being presented.

### **c. Criteria of Good Interactive Learning Multimedia**

Interactive learning multimedia brings some advantages such as getting students interactively engaged in the learning process. At the same time, it can also make students understand the material better and more effectively. To create an interactive learning multimedia that can function well during the learning process, instructional designers should consider some criteria. Hede and Hede in Muthukumar (2005) suggest the following design guidelines for instructional designers:

1. Create interfaces that conform to software standards and patterns
2. Create simple navigation with several modes of access
3. Provide multiple 'views' of information rather than static paths
4. Simplify simultaneous media presentation
5. Provide interface controls for media presentation

According to these guidelines, instructional designers should consider the interface, navigation, various view styles, simplicity, and user control. By taking consideration on these components, designers can maximize the advantages of interactive learning multimedia in terms of the interactivity and pedagogy.

Using interactive learning multimedia means also bringing the technology into the classroom during the teaching and learning process. Technology does not always guarantee to be more effective than the conventional media in achieving learning goals. Oxford et al in Marco and Pueyo (2006) mention some conditions that can influence the effectiveness of technology in the classroom: (i) whether it suits the students' needs and interest as well as raises their motivation; (ii) whether it considers the learning goals and various learner types, (iii) whether it gives a meaning-focused learning environment, authentic

input, relevant themes, and meaningful tasks; (iv) how is the instructional situation; (v) whether it provides solution for difficulties of individual students.

#### **d. Advantages and Disadvantages of Interactive Learning Multimedia**

Using an interactive learning multimedia means that the teachers bring technology in the classroom to facilitate the teaching and learning process. We can include this as a technology-based instruction. On the other hand, while teachers are the main resource for delivering the learning materials, it can be included as the human-based instruction. There will be some advantages and disadvantages of the technology-based instruction compared with the human-based instruction. Fisher in Mishra and Sharma (2005) explains the comparison of human-based training and technology-based training in the following table.

**Table 4: The Comparison of Human-Based Training and Technology-Based Training**

| <b>Training element</b>  | <b>Human-delivered training</b>                                                                   | <b>Technology-based training</b>                                                                 |
|--------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Planning and preparation | Able to design training to correspond to the training plan; able to monitor consistency           | Must be systematically designed to conform to the training plan                                  |
| Expertise                | Presenters hired from industry usually represent the most current knowledge and highest expertise | Must be designed to conform to industry standards;<br>Currency with standards must be maintained |
| Interactivity            | Instructors tend to train the group, ignoring individual needs                                    | Able to focus on individual needs in content, pacing, review, remediation, etc.                  |

*(continued)*

(continued)

|                                 |                                                                                                    |                                                                                                                                              |
|---------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Learning retention              | Retention rates vary                                                                               | Can be up to 50% higher than instructor-led group training                                                                                   |
| Consistency                     | Instructors tend to adapt to the audience, sacrificing consistency                                 | Rigorously maintains standards but may also be designed to adapt to learner's performance or preferences                                     |
| Feedback, performance, tracking | Human instructors especially good at constant, ongoing evaluation, response to trainee performance | Better at keeping records and generating reports, but designing cybernetic systems to adapt instruction based on feedback is costly, complex |

Even though Fisher uses the term “training”, this comparison table can be used to elaborate the differences between human-based training and technology-based training as both “training” and “instruction” are the same in terms of transferring knowledge. One of the advantages of technology-based instruction is the ability to focus on individual needs in content, pacing, review, and remediation. On the other hand, the human-based instruction where instructors/teachers teach a group of students tend to ignore individual needs. In terms of the evaluation process, the human instructors are good at constant, ongoing evaluation, while the technology-based instruction is better at keeping and generating reports. In order to cover the problem for constant and ongoing evaluation that can be done using technology, the role of teacher/instructor as monitor is still necessary.

Chang and Lehman (2002) propose that the combination of computer-assisted instruction and interactive multimedia is the centre of technology development in language teaching and learning. It gives more empowerment in language learning through the integration of audio visual and material

presentation and storage. It features autonomous learning as it gives the learners control, satisfaction of the needs for exploration, manipulation, stimulation, knowledge to resolve problems, and self-enhancement during the learning process.

Mayer in Mishra and Sharma (2005:19) agrees that interactive multimedia “help guide the learner’s cognitive processing of the presented material” with the support from its elements such as sound, graphics and colour, animation, video, and hypermedia/hypertext.

Helm and McClements in Mishra and Sharma (2005:19) make criticism on interactive learning multimedia. They doubt the the provision of interactivity in the learning multimedia. The interactivity should be in the form of feedback in the learning process, not just a matter of “learners’ ability to follow hypertext links or stop and start video clips”.

#### **e. The Roles of Teachers and Students in Using Interactive Learning Multimedia**

Teachers play important roles during the interactive learning multimedia-mediated teaching and learning process. Konradt (2004) proposes that during the use of interactive multimedia, teachers are “to be responsive, to monitor and prompt participation and to be a learning process facilitator”. Gilakjani (2012) explains the roles as follows:

##### **1. Facilitator and Guide**

As a facilitator and guide, teachers should know the detailed features or facilities in the interactive learning multimedia. By knowing the detailed features,

teachers can guide students on how to use and maximize them. Teachers should have flexibility in responding to the students' needs.

## 2. Integrator

Teachers direct the students to integrate the auditory and visual input to enhance their learning. Teachers raise students' awareness on the target language through the various language exposure from the interactive learning multimedia.

## 3. Researcher

Teachers need to develop their competence to optimize the the use of existing technology. This competence is needed to access more information for the learning materials.

## 4. Designer

Teachers need to design the learning environment that can support the learning process for their students. The design includes the elaboration of learning aims and select learning materials. Once learning materials are well selected, teachers need to think about the learning tasks.

## 5. Collaborator

Teachers need to collaborate with their colleagues in order to get some experience, advice, and inspiration for the improvement in their teaching.

# 4. Learning Theories of Interactive Learning Multimedia

Learning involves a complex process. This process can be defined as “an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience” (Schunk, 2012). This

definition implies that learning can be seen from the behaviour change when the learners can eventually do something after being engaged in the process. The process usually takes some time to finally show the result whether the learners have achieved the learning goals. The process include practice and experience that the learners get in the learning environment.

Interactive learning multimedia promotes some learning styles and theories of learning. Hede and Hede in Muthukumar (2005) propose an integrated model of multimedia effects on learning.

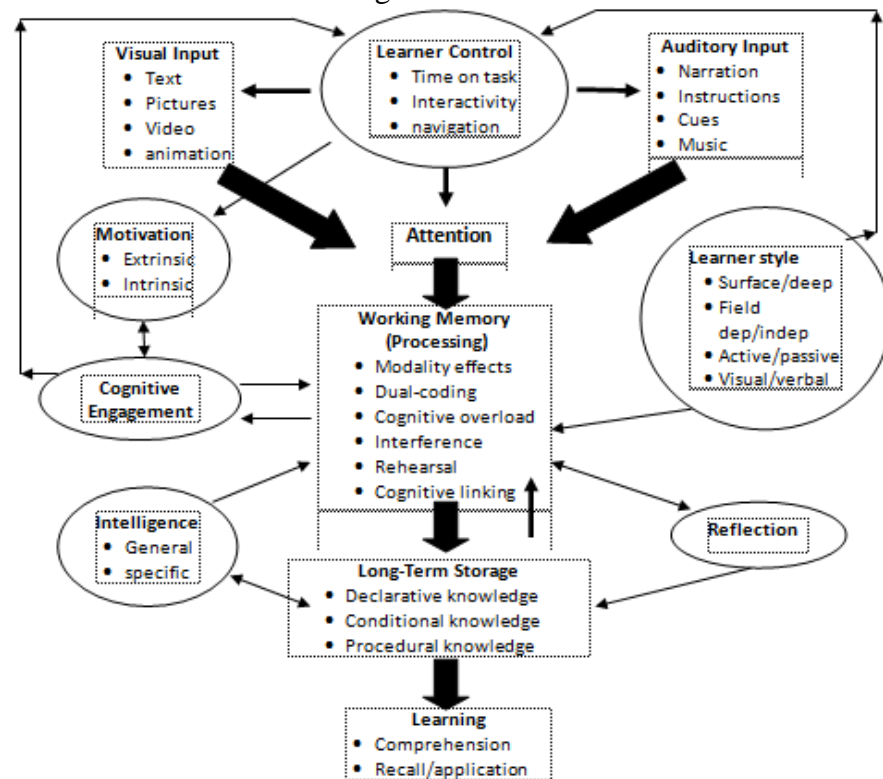


Figure 3: **Integrated Model of Multimedia Effects on Learning**

This figure shows the learning process of interactive learning multimedia that combines auditory and visual input to get students' full attention. By getting students engaged more to the multimedia with their full attention, they will also be



more engaged to the working memory process. In this process, students are working actively by having cognitive engagement and doing reflection. After the active learning process, the outcome will be stored in a long-term memory and ready to be called anytime.

## **5. Autonomous Learning**

The use of interactive learning multimedia promotes autonomous learning. Holec in Marco and Pueyo (2006) defines “autonomous learning” as the ability to “take charge of one’s own learning”. They describe further that :

Autonomous learning is to take responsibility for various learning decisions. This implies deciding what, when, how, and for how long to learn: establishing learning goals, selecting materials and techniques to learn, choosing appropriate learning strategies and evaluating outcomes.

As Nunan (1997) states that “autonomous learning” is “not an absolute concept”. Autonomus learning is a state that can be obtained in some stages. There are various levels of autonomous learning. The teachers should work on gradually reduce their intervention, so that the students can learn how to be more independent and responsible to their own learning. The teacher’s role is to gradually reduce their intervention on the students’ learning and to change their role into monitoring the students’ process. On the other hand, students should be more active and reflective on their own learning.

## 6. Developing an Interactive Learning Multimedia

There are some models that can be used to develop an Interactive Learning Multimedia. One of the models in the ADDIE model proposed by Lee and Owens (2004). The model consists of five phases as mentioned in the picture below.

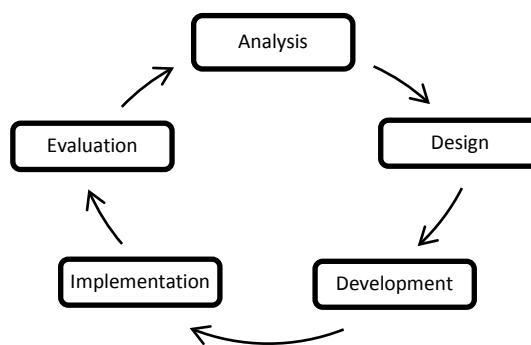


Figure 4: **ADDIE Model Proposed by Lee and Owens**

Every phase is explained more in detail as follows.

### a. Analysis

The analysis phase of instructional design is conducted in two parts: needs assessment and front-end analysis. Needs assessment determines the current state and the desired state, while front-end analysis determines the solution for closing the gap between those states. There are ten types of front-end analysis:

- 1) Audience analysis: determines the target population and their learning needs.
- 2) Technology analysis: determines the type of technology available and technological considerations and constraints for delivery of the solution
- 3) Situation analysis: determines the environmental considerations in delivering the solution

- 4) Task analysis: determines the requirements for getting the job done
- 5) Critical incident analysis: determines what information should be provided for the target audience
- 6) Objective analysis: determines the performance and instructional objectives for the solution and making the distinction between the types of objectives as well when and where to use them; also their impact on the content as well as delivery media
- 7) Issue analysis: categorizes analysis findings into organizational, performance and training issues
- 8) Media analysis: selects the most appropriate delivery medium (or media) for a solution
- 9) Extant data analysis: determines what materials are available and which need to be developed
- 10) Cost analysis: determines the benefits that the solution has in comparison to the cost of the solution

b. Design

The design phase allows the multimedia developers to plan their multimedia project. Lee and Owens (2004) suggest *course design specification* (CDS) elements as follows:

**Table 5: Course Design Specification Elements and The Contents**

| CDS Elements | Content                                                                          |
|--------------|----------------------------------------------------------------------------------|
| Schedule     | Describes the project and lists milestones, deliverables, and deliverable dates. |
| Project team | Lists roles and responsibilities of project team members and contacts.           |

(continued)

(continued)

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Media specifications                    | Documents types, general presentation styles, text, grammar, graphics, fonts, themes, editing symbols, and so on                                                                                                                                                                                                                                                                                                                                                       |
| Lesson structure                        | Describes how the content is grouped, ordered, linked, or navigated: <ul style="list-style-type: none"> <li>• The types of information to be taught and methodology for delivering instruction</li> <li>• The lesson flows with respect to events of instruction; course flowcharts; unit, lesson, and detailed content outlines ready for storyboarding or scripting.</li> <li>• Feedback, user control, user interactivity, and testing methods and types</li> </ul> |
| Configuration control and review cycles | Describes version control and how media elements are designated and managed; also documents the types of review and process for conducting reviews.                                                                                                                                                                                                                                                                                                                    |

### c. Development and Implementation

During the development phase, the CDS documents are implemented to develop the multimedia. Types of multimedia may vary such as computer-based multimedia, web-based multimedia, or interactive distance-broadcast multimedia. The basic development principles for any types of multimedia include the following principles:

- 1) establish a framework of development tools, development specifications, and standards
- 2) develop the media elements that fit into the framework
- 3) review and revise the product
- 4) implement the finished product

Lee and Owens (2004) also suggest the process to develop a computer-based multimedia as follows:

- 1) create storyboards

- 2) create and assemble media elements
- 3) perform online reviews
- 4) deliver and implement the course

#### d. Evaluation

The evaluation phase is used to reflect on what the developer has done. It is to know how effective the developed multimedia in the teaching/learning process. The feedbacks obtained from the evaluation phase can be used to improve the quality of the multimedia. Evaluation can be categorized into formative evaluation and summative evaluation. By completing the activities listed in the analysis, design, and development phase, the formative evaluation is already done. Those phases evaluate the quality of the multimedia. The summative evaluation is the final evaluation to assess the effectiveness of the multimedia in solving the problems.

### **B. Review of Related Studies**

Several studies in the field of English for Specific Purpose (ESP) and computer-assisted language instruction are reviewed to know the progress of the issues in those fields. The review is also aimed at getting some ideas and consideration to develop the interactive learning multimedia (ILM) for the research.

The first study was conducted by Shu-Chiao Tsai in 2012. The study investigates the effects on the integration of multimedia courseware in ESP

instruction. The setting is in the Department of Applied Foreign Languages, National Kaohsiung University of Applied Sciences, Taiwan. The study takes place in Taiwan where English is considered as a foreign language. It means that the English learning setting occurs in the English for Foreign Language (EFL) context. As this situation has similarities to Indonesian setting, researcher can reflect from it as the consideration to do the research. The subjects of this study are the students who were taking an ESP course in the National Kaohsiung University of Applied Sciences.

The course focuses on integrating ESP multimedia courseware for semiconductor technology. It was developed by applying content-based approach.

Tsai (2012) proposes three sections included in the ESP multimedia courseware:

- (1) an overview, in which three introductory topics (introduction to semiconductor, development, and application of integrated circuits) are included;
- (2) the core, for which seventeen topics with multimedia movies and bilingual texts (English and Chinese) have been designed;
- (3) an on-line evaluation system including listening tests and simple questions in multimedia game-like format, combined with instant self-checking feedback

This study reports that the students have benefited from the ESP multimedia courseware. They are satisfied with the multimedia courseware because it provides them with professional knowledge and English skills such as vocabulary usage, pronunciation practice, speaking opportunities, reading and translation practice, listening practice, and short answer writing exercises. In another word, the multimedia courseware covers four major language skills. It also managed to improve their professional knowledge and language skills and the students' post-test was as good as in the teacher-centered instruction. The movies included in the

multimedia supported the students with real-life experience both visually and auditory. The user-friendly navigation design also plays an important role to help the students learn more effectively.

Besides describing the important findings from the study, Tsai (2012) also makes some points about the factors that may influence the students' effectiveness in learning English in the ESP setting. The students can achieve better improvement and performance when they have better self-discipline, participation, motivation, and understanding towards the learning goal. It can also be concluded that the age and working experience in the subject area make the students more ready to be engaged in a learner-centered ESP instruction with multimedia courseware integration.

The other factor that may influence the students' effectiveness in learning English in the ESP setting is the teachers and their backgrounds. The issue of ESP is derived from the awareness that English instruction should meet learners' needs in professional knowledge and integrative English language skills. Based on this understanding of ESP, it implies that the ideal English teachers for the ESP setting are the subject teachers with experience of teaching English. Otherwise, ISKD (In-class Subject Knowledge Dilemma) as proposed by Wu and Badger (2009) may occur during the class. This situation happened when teachers have no sufficient or expert knowledge about some subject area in the ESP class.

The second study conducted by Juan Francisco Coll in 2002 investigates the effects of a hypermedia-assisted instructional environment on students' incidental vocabulary retention. The setting was in the Chemistry and Chemical

Engineering English course at the Universitat Jaume I, Castelló, Spain. This courseware includes some learning materials to give exposures to Chemistry-related English. Each chapter in the courseware was divided into two parts. The first part shows an experiment demonstrated in a Chemistry lab. The second part presents a short documentary giving the explanation of the experiment. To help students understand the content of the video, the developer provided them with some comprehension tools: 1. Video control tools, this gives the students control to stop, pause, rewind, or forward the video; 2. “Questions-in-Spanish” tool, this allows the students to open the questions and answers in their L1; 3. “Text” tool, it displays the subtitle while the video is being played; 4. “Sentence-translation” tool, it supports the students with the meaning of selected sentences to reinforce the students to guess the words’ meanings based on the context. The navigation is designed to make the students able to go back to the main menu screen (home), go to the previous or following screen, or exit the program any time.

The findings of this study show that a properly designed hypermedia-based instruction can promote an effective learning environment to enhance ESP students’ vocabulary retention. The comprehension tools play an important role in facilitating students to have deep process on the lexical items that is the start of vocabulary retention. It is proposed that the further courseware can provide students with other comprehension tools such as a quick and easy-to-use-on-line dictionary. The next feature to enhance the vocabulary retention is by giving explicit vocabulary exercise.



### **C. Conceptual Framework**

The use of technology in the language classroom can motivate the students more by giving a new learning experience. Students who are learning English as a foreign language should be provided with many language exposures especially inside the classroom. It is based on the consideration that the students may not get any language exposure outside the classroom. The language exposures should be in the form of learning materials that cover all four language skills (listening, speaking, reading, and writing). The materials should also be presented in an interesting and innovative way to attract the students and motivate them. One of the ways to present the materials is through an interactive learning multimedia where media elements such as audio, video, graphics, text, and animations can be combined to optimize the learning process.

SMK Negeri 2 Sleman has good facilities such as computer laboratories to support the implementation of ICT (Information and Communication Technology) in the teaching and learning process. The problem faced on the English classroom for the Auto Body Repair Engineering students in the vocational school is the lack of media that suit the learners' needs related to their future career and their current proficiency. Even though there are some available English learning materials for their specific purpose, those materials need to be modified to suit the students' proficiency and needs. The next challenge is to present the learning materials in an interactive way that the students may get well-motivated as well.

The researcher tried to find out whether the use of an interactive multimedia is able to promote an effective teaching and learning process. In developing a suitable interactive learning multimedia, a need analysis is conducted prior to this research to analyze the target needs in terms of necessities, lack, and wants as well as the learning needs. The result of the need analysis is used to determine resources of the learning materials that will be used or modified, kinds of tasks and activities that will be designed, and the language functions that are involved.

The tasks in the interactive learning multimedia should be in a good sequence to support the teaching and learning process. In the development of an interactive learning multimedia, the materials should be graded and sequenced in such a way to provide effective learning process for the students. This study takes on Nunan's (2004) pedagogical sequence for introducing tasks, "psycholinguistic processing" approach that sequences tasks according to the cognitive and performance demands made upon the learner (Nunan, 2004). The steps in developing the interactive learning multimedia will adopt ADDIE model.

This study was conducted to: 1) to identify the needs of the second grade students of the Auto Body Repair Engineering study program, 2) to identify the characteristics of suitable interactive learning multimedia that can be used to support the teaching and learning process, 3) to analyze how the interactive learning multimedia support the teaching and learning process.

### **CHAPTER III RESEARCH METHOD**

#### **A. Types of the study**

This study is classified as a Research and Development (R & D) study which aimed at developing an interactive learning multimedia containing materials for the integrated language skills (reading, listening, writing, and speaking). As noted by Gall, Gall, and Borg (2003:569), R & D study is a research process used to develop and validate educational products. This implies that by using this type of study, the researcher conducts research to collect relevant data for designing an educational product. After the educational product is designed, the researcher validates its quality and feasibility based on experts' judgments. The educational product is also validated by being implemented in the class to test it to the samples that represent the certain population.

In this research, the researcher developed an interactive learning multimedia containing English learning materials for the eleventh grade students of Auto Body Repair Engineering study program in SMK Negeri 2 Sleman in the second semester in the academic year of 2012/2013.

#### **B. Subjects**

The population of this research was the eleventh grade students of Auto Body Repair Engineering study program in the vocational high school. The sample population was the eleventh grade students of Auto Body Repair

Engineering study program in SMK N 2 Sleman. The class consisted of 32 students.

### **C. Setting**

This research was conducted in SMK N 2 Sleman in the second semester in the academic year of 2012/2013.

### **D. Instruments**

The instruments used to collect data for this R & D research were questionnaires and documents.

#### **1. Questionnaires**

The researcher administered questionnaires twice. The first questionnaire was given to the students as the sample of population to obtain data about their needs. Their needs were derived from several criteria such as learning goals, learning materials, learning activities, students' perspectives on the teacher's roles, and students' perspectives on the language laboratory.

In addition, the second questionnaire was given to the experts in material development and interactive learning multimedia. It was to examine whether the interactive learning multimedia program is feasible and has good quality to be implemented in the teaching-learning process. This questionnaire was conducted to know the experts' judgments and suggestion for the development of the content materials and the interactive learning multimedia.

The organization of the needs analysis questionnaire is presented on the table below:

**Table 6: The Organization of the Needs Analysis Questionnaire**

| <b>The purpose of questions</b>                                                                     | <b>Item number of questions</b> | <b>References</b>                                      |
|-----------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------|
| 1. To find out students' goals in learning English                                                  | 1,2                             | Hutchinson and Waters (1987:59)<br>Graves (2000 : 104) |
| 2. To find out the learning materials for students                                                  | 3,4                             | Feez and Joyce (1998:22)<br>Graves (2000 : 104)        |
| 3. To find out the students' preferable learning activities                                         | 5,6,7,8,9,10,11                 | Feez and Joyce (1998:124-125)<br>Graves (2000:103)     |
| 4. To find out the students' views towards the teacher's roles during the teaching/learning process | 12,13,14,15,16                  | Brown (2001: 200)                                      |
| 5. To find out the students' views towards the teaching/learning process in the language laboratory | 17,18,19,20,21, 22,23,24        | Brown (2001: 143)                                      |

## **2. Documents**

The document used in conducting this research was the English syllabus for the eleventh grade students of the Auto Body Repair Engineering study program. This document was essential for the researcher in developing the English learning materials to be put in the multimedia program and as guidance in selecting the appropriate materials.

## E. Research Procedure

This research applied the ADDIE model proposed by Lee and Owens (2004) which consists of five common steps of the instructional design. The phases are shown in the chart below.

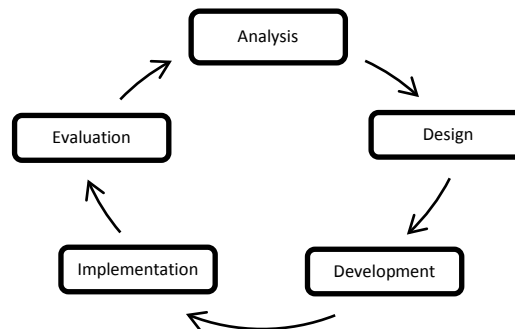


Figure 5: **ADDIE Model Proposed by Lee and Owens**

### 1. Analysis

In this phase, the researcher had time to identify the problem and look for some solutions. The problem is that sometimes the English materials do not meet the needs of vocational high school students and the materials are presented in a less appealing way. These reasons led the researcher to identify the students' needs in learning vocational English and propose the solution to the problems. The solution is to develop an interactive learning multimedia containing materials relevant to their future careers. The researcher conducted two kinds of analyses which were needs analysis and material analysis.

Needs analysis was aimed at identifying what students need for their English learning and what they think about interactive learning multimedia. Questionnaires were used to obtain the data. On the other hand, material analysis was aimed at identifying the material that is presented in the interactive learning

multimedia. Documents such as syllabus was used to obtain the data. The researcher also adapted the materials from the additional course books *Oxford English for Auto-mobile Industry* and *Longman's Technical English*.

## **2. Design**

After gaining information from the analysis phase, the researcher used the information to make some plan or strategy regarding to the multimedia project. Taylor (2004) states that the objective of the designing phase is to clearly provide the information resources and guidance during the developing phase. It can also provide what objectives the users will accomplish while using the multimedia program. The guidance was in the form of a document called *course design specification* (CDS) proposed by Lee and Owens (2004) as the detailed explanation. It includes five elements: schedule, project team, media specification, lesson structure, and configuration control.

## **3. Development**

The researcher applied the procedure proposed by Lee and Owens (2004) to develop a computer-based multimedia as follows:

- 1) create storyboards
- 2) create and assemble media elements
- 3) perform online reviews
- 4) deliver and implement the course

Taylor (2004) also proposes that during the developing phase, the researcher creates the materials and select or develop audio and visual media to be put in the multimedia program. The researcher made a course grid as the guidance in adapting the materials in *Oxford English for Auto-mobile Industry* and *Longman's Technical English*. The content materials cover the standard of competence and basic competences in the second semester for the eleventh grade students of vocational high school. They are expected to communicate in English equivalent to elementary level as the standard of competence. The researcher created interactive learning multimedia covering 2 basic competencies from the total 7 basic competencies during the semester. The first basic competence is to express various kinds of intention, whereas the second basic competence is to comprehend simple instructions.

#### **4. Implementation**

The researcher who conducts R & D study use the implementing phase to try out their first version of the multimedia program to the students in a language laboratory to validate the program. This is to see the extent of its quality and effectiveness during the implementation.

Due to the time limitation to implement the multimedia program to the students, the researcher validated the multimedia program by asking for expert judgments.



## **5. Evaluation**

Evaluation phase was used to measure the quality and effectiveness of the first version of the multimedia program. Formative evaluation was conducted through the analysis, design, and development phase to evaluate the quality of the multimedia. On the other hand, summative evaluation was conducted by interpreting the expert judgment's result and then revising the multimedia based on the result.

### **F. Data Collection Techniques**

The data of this research was collected several times through surveys and looking at some related documents. The researcher administered the first survey by distributing questionnaires to the students. This survey aimed at obtaining data about the students' needs in learning English. The second survey was conducted for the multimedia experts. This second survey aimed at obtaining data related to the quality of the multimedia product and how to make improvement on it. For getting data to help the researcher design the content (materials), the researcher also looked at some related documents such as syllabus.

### **G. Data Analysis Techniques**

The researcher obtained data from the questionnaires. This questionnaire was used to obtain data about the the students' needs based on several aspects. The questionnaire consisted of question items categorized into different criteria such as the students' learning aims, learning materials, learning activities, students'

perspectives on the teacher's roles, and students' perspectives on the language laboratory. The obtained data was in the form of statistic data. The statistic data was then analyzed by numbers and percentages.

The other data was also obtained by looking at the English syllabus applied in the school during the second semester. The researcher looked at the syllabus to match the materials adapted from additional textbooks *Oxford English for Auto-mobile Industry*, *Longman's Technical English*, and other resources.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher discusses the findings obtained during the research on “Developing English Interactive Learning Media for The Eleventh Grade Students of The Auto Body Repair Engineering Study Program at SMK Negeri 2 Sleman for Semester 2 in The Academic Year of 2012/2013”. The researcher used the ADDIE model proposed by Lee and Owens (2004). There are five common phases in this instructional design: Analysis, Design, Development, Implementation, and Evaluation. Due to time limitation, the researcher cannot conduct the implementation phase. For this reason, this chapter is organized into four phases: Analysis, Design, Development, and Evaluation.

#### **A. Needs Analysis**

##### **1. Questionnaire**

The questionnaire was used to collect data about students’ needs. The questionnaire questions consisted of aspects involved in the teaching and learning process such as learning aims, learning materials, students’ perspectives on the teacher’s roles, and students’ perspectives on the language laboratory. One of the question types used in the questionnaire was the Likert Scale questions in which the students choose between Strongly Agree (SA), Agree (A), Disagree (D), or SD (Strongly Disagree) towards some statements. The other question types were multiple choices answered by giving a tick (√) to one or more choices depending on the statements that represent them.

There were six aspects obtained by conducting the survey:

**a) Students' learning aims**

**Table 7: Data from Questionnaire about Students' Learning Aims**

| <b>No.</b> | <b>Statement</b>                                                                                                | <b>Number of students</b> |
|------------|-----------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>1.</b>  | <b>Why do you learn English?</b>                                                                                |                           |
|            | a. I learn English because it is a compulsory subject.                                                          | 22<br>(70,97%)            |
|            | b. I learn English so I can do the test.                                                                        | 22<br>(70,97%)            |
|            | c. I learn English to prepare myself for a future career.                                                       | 22<br>(70,97%)            |
|            | d. I learn English to prepare myself for a higher education.                                                    | 13<br>(41,94%)            |
|            | e. I learn English because I am interested in the language itself.                                              | 7<br>(22,58%)             |
|            | f. I learn English because I am interested in its culture.                                                      | 2<br>(6,45%)              |
| <b>2.</b>  | <b>In what situation English will be useful for you?</b>                                                        |                           |
|            | a. English will be useful for me when I am communicating informally about daily things.                         | 7<br>(22,58%)             |
|            | b. English will be useful for me when I am communicating formally with my supervisors or colleagues.            | 9<br>(29,03%)             |
|            | c. English will be useful for me when I am reading some articles in English about Auto Body Repair Engineering. | 18<br>(58,06%)            |
|            | d. English will be useful for me when I am watching video or listening to audio in English.                     | 26<br>(83,87%)            |
|            | e. English will be useful for me when I am reading a manual guidance book about Auto Body Repair Engineering.   | 23<br>(74,19%)            |
|            | f. English will be useful for me when I am reading catalogue about cars' specifications.                        | 14<br>(45,16 %)           |

The students were asked about their learning aims. 22 students (70, 97 % of the total students) agreed that they learned English because it was a compulsory

subject. There were also 22 students (70, 97 %) who agreed that they learned English so they could do the test. It was also indicated that the same number of students learned English to prepare themselves for future career. On the other hand, 13 students (41, 94 %) learned English because they wanted to prepare themselves for a higher education. Only 7 students (22, 58%) agreed that they learned English because they were interested in the language itself and 2 students (6, 45%) agreed that they learned English because they were interested in its culture. It can be concluded that most of the students learned English because it was a compulsory subject and they hoped they could do the test well while at the same time they also learned English to prepare themselves for the future career. As they are taking an Auto Body Repair Engineering study program, they will get the technical skills related to their future career. The English that they are learning should also support them in preparing this future challenge.

The students were also asked about the situation in which English will be useful for them. 26 students (83,87%) thought that English would be useful for them when they are watching video or listening to audio in English. 23 students (74,19%) thought that English would help them in reading the manual guidance book about Auto Body Repair Engineering. 18 students (58, 06%) thought English would help them understand the articles related to their study program. 14 students (45,16%) thought that it would help them understand while reading a catalogue about cars' specifications. On the other hand, only 7 students (22,58%) and 9 students (29,03%) thought that they would find English useful when they were communicating informally about daily things and when they were

communicating formally with their supervisors or colleagues. It can be concluded that the students need sufficient English learning materials that are related to the Auto Body Repair Engineering. The learning materials should be in the form of written or spoken text to give them more language input. It can be in the form of video, audio, articles, or catalogues.

**b) Students' learning materials**

**Table 8: Data from Questionnaire about Students' Learning Materials**

| No. | Statement                                                                                                                | Number of students |
|-----|--------------------------------------------------------------------------------------------------------------------------|--------------------|
| 3.  | <b>Type of texts that you want to learn:</b>                                                                             |                    |
|     | a. Academic texts about automotive studies.                                                                              | 18<br>(58,06%)     |
|     | b. Articles about automotive studies.                                                                                    | 16<br>(51,61%)     |
|     | c. Catalogues about automotive products.                                                                                 | 16<br>(51,61%)     |
|     | d. Manual guidance books containing the instructions in automotive industry.                                             | 21<br>(67,74%)     |
|     | e. Audio recording and video about automotive industry.                                                                  | 25<br>(80,65%)     |
| 4.  | <b>Which topics do you want to learn in the English class related to the Auto Body Repair Engineering study program?</b> |                    |
|     | a. Parts of cars                                                                                                         | 22 (70,97%)        |
|     | b. The mechanism of cars' engine                                                                                         | 19 (61,29%)        |
|     | c. Types of cars                                                                                                         | 16 (51,61%)        |
|     | d. Functions of various types of cars                                                                                    | 11 (35,48%)        |
|     | e. Car exterior                                                                                                          | 22 (70,97%)        |
|     | f. Car interior                                                                                                          | 22 (70,97%)        |
|     | g. Performance and technical specifications.                                                                             | 24 (77,42%)        |
|     | h. Safety in driving cars                                                                                                | 13 (41,94%)        |
|     | i. Car design                                                                                                            | 20 (64,52%)        |
|     | j. Car body damage                                                                                                       | 18 (58,06%)        |
|     | k. Car body repair process                                                                                               | 25 (80,65%)        |
|     | l. Other : Car modification                                                                                              | 1 (3,23%)          |
|     | m. Other : Car history                                                                                                   | 1 (3,23%)          |

The students were asked about the types of texts they want to learn and also the topics related to the Auto Body Repair Engineering study program. There were 25 students (80, 65%) wanted to learn audio recording and video about Automotive in general and Auto Body Repair Engineering more specifically. 21 students (67,74%) wanted to learn about the manual guidance books. 18 students wanted to learn the academic texts while 16 students (51,61%) wanted to learn the articles and catalogues. It can be seen that the students were enthusiastic to learn English with the content related to their study program. The topics that they preferred to learn based on the questionnaire are as follows:

1. Car body repair process (25 students or 80,65%)
2. Performance and technical specifications (24 students or 77,42%)
3. Parts of cars (22 students or 70,97%)
4. Car exterior (22 students or 70,97%)
5. Car interior (22 students or 70,97%)
6. Car design (20 students or 64,52%)
7. The mechanism of cars' engine (19 students or 61,29%)
8. Car body damage (18 students or 58,06%)
9. Types of cars (16 students or 51,61%)
10. Safety in driving cars (13 students or 41,94%)
11. Functions of various types of cars (11 students or 35,48%)

Two students also added some topics that they want to learn:

1. Car history (1 student or 3,23%)
2. Car modification (1 student or 3,23%)

**c) Students' learning activities**

**Table 9: Data from Questionnaire about Students' Learning Activities**

| <b>No.</b> | <b>Statements</b>                                                                                                                                          | <b>Strongly Agree</b>     | <b>Agree</b>              | <b>Disagree</b>          | <b>Strongly Disagree</b> | <b>Total</b>           |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|--------------------------|--------------------------|------------------------|
| 5.         | I like working individually so I can focus more in doing the activity.                                                                                     | -                         | 25 %<br>(11 students)     | 45,16%<br>(14 students)  | 19,35%<br>(6 students)   | 100 %<br>(31 students) |
| 6.         | I like working in pairs, so I can discuss the activity with my partner.                                                                                    | 38, 71 %<br>(12 students) | 61, 29 %<br>(19 students) | -                        | -                        | 100 %<br>(31 students) |
| 7.         | I like working in a small group of 3-5 people so I can discuss with the members of the group.                                                              | 45,16%<br>(14 students)   | 51, 61 %<br>(16 students) | 3, 23 %<br>(1 student)   | -                        | 100 %<br>(31 students) |
| 8.         | I like working with the whole class.                                                                                                                       | 41, 94 %<br>(13 students) | 45, 16 %<br>(14 students) | 12, 90%<br>(4 students)  | -                        | 100 %<br>(31 students) |
| 9.         | I like the learning activity that promotes my problem-solving skill such as: recommending the most suitable car based on the options and customers' needs. | 22, 58 %<br>(7 students)  | 70, 97 %<br>(22 students) | 6, 45 %<br>(2 student)   | -                        | 100 %<br>(31 students) |
| 10.        | I like the role-play activity , such as: role-play between a technician and a customer about complaints.                                                   | 9, 68 %<br>(3 students)   | 70, 97 %<br>(22 students) | 19, 35 %<br>(6 students) | -                        | 100 %<br>(31 students) |
| 11.        | I like the learning activity that promotes my creative and imagination skill, such as: a project work on making a poster for a new car product.            | 26, 67 %<br>(8 students)  | 58, 06 %<br>(18 students) | 16, 67 %<br>(5 students) | -                        | 100 %<br>(31 students) |



The students were asked about their preferable learning activities. 14 students (45,16%) and 6 students (19,35%) disagreed and strongly disagreed that they liked working individually to be focused more in doing the activity. 12 students (38,71%) and 19 students (61,29%) strongly agreed and agreed that they like working in pairs so they can discuss the activity with their partners. 14 students (45,16%) and 16 students (51,61%) strongly agreed and agreed that they like working in a small group of 3-5 people so they can discuss the activity with the members of their groups. 13 students (41,94%) and 14 students (45,15%) strongly agreed and agreed that they like working with the whole class to do the activity. It can be seen from the result that most students did not enjoy working individually to do the activity in the class. They felt more comfortable to do and discuss it with a partner or more partners in a group. In the teaching and learning process, the activities given to the students should be arranged in some stages from working with the whole class, working in a small group, and working in pairs. This will gradually prepare the students to be able to work independently or individually.

For the types of activities, 7 students (22,58%) and 22 students (70,97%) strongly agreed and agreed that they liked the learning activity that promotes their problem-solving skill. 3 students (9,68%) and 22 students (70,97%) strongly agree and agreed that they liked the role-play activity. 8 students (26,67%) and 18 students (58, 06%) strongly agreed and agreed that they liked the learning activity that promoted their creative and imagination skills. In brief, students liked the variety of activities that promote their various skills such as in problem-solving, role-play, imagination, and creative skill. The variety of activities were

needed to challenge them and give them various experience in learning the language.

**d) Students' perspectives on the teacher's roles**

**Table 10: Data from Questionnaire about Students' Perspectives on the Teacher's Roles**

| No. | Statements                                                                                                               | Strongly Agree           | Agree                    | Disagree | Strongly disagree | Total                  |
|-----|--------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------|-------------------|------------------------|
| 12. | The explanation given by the teacher helps students to learn English.                                                    | 61,29%<br>(19 students)  | 38,71 %<br>(12 students) | -        | -                 | 100 %<br>(31 students) |
| 13. | The media used by the teacher facilitates students to learn English.                                                     | 54,84 %<br>(17 students) | 45,16 %<br>(14 students) | -        | -                 | 100 %<br>(31 students) |
| 14. | Teachers should give motivation and opportunity to the students to communicate actively and independently using English. | 100 %<br>(31 students)   | -                        | -        | -                 | 100 %<br>(31 students) |
| 15. | Teachers should help students who have problems while learning.                                                          | 100 %<br>(31 students)   | -                        | -        | -                 | 100 %<br>(31 students) |
| 16. | Teachers should help students in correcting their mistakes.                                                              | 100 %<br>(31 students)   | -                        | -        | -                 | 100 %<br>(31 students) |

The students were asked about their perspectives on the teacher's roles during the teaching and learning process. The students agreed that the teacher had various

roles. 18 students (58,06%) thought that the teacher explained the grammar rules that would be used before students started to practice using it. 15 students (48,39%) agreed that the teacher should encourage students to practice using the grammar rules before explaining it much further. 21 students (67,74%) agreed that the teacher corrected their mistakes in using grammar rules. 19 students (61,29%) agreed that the teacher corrected their mistakes in pronunciation. 15 students (48,39%) agreed that the teacher corrected their mistakes directly in front of other students in the class. 24 students (77,42%) agreed that the teacher used media to help students learn English better. 17 students (54,48%) agreed that the teacher encouraged and gave chances to students to communicate actively and independently in English. All students agreed that the teacher should use both English and Indonesian language while teaching.

**e) Students' perspectives on the language laboratory**

**Table 11: Data from Questionnaire about Students' Perspectives on the Language Laboratory**

| No. | Statements                                                                                                                        | Strongly Agree            | Agree                     | Disagree                | Strongly disagree | Total                  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|-------------------------|-------------------|------------------------|
| 17. | The school has a comfortable language laboratory.                                                                                 | 35, 48 %<br>(11 students) | 58, 06 %<br>(18 students) | 6, 45 %<br>(2 students) | -                 | 100 %<br>(31 students) |
| 18. | The facilities in the language laboratory (such as monitor screen, CPU, mouse, and headset) are well-functioned.                  | 35, 48 %<br>(11 students) | 51, 61 %<br>(16 students) | 12, 9 %<br>(4 students) | -                 | 100 %<br>(31 students) |
| 19. | The learning materials used in the language laboratory (audio and video) are good and appropriate to be used in learning English. | 45, 16 %<br>(14 students) | 48,38 %<br>(15 students)  | 6,45 %<br>(2 students)  | -                 | 100 %<br>(31 students) |

*(continued)*

*(continued)*

|     |                                                                                                                                                                                            |                          |                          |                          |                        |                        |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|------------------------|------------------------|
| 20. | The learning materials used in the language laboratory (audio and video) has already met the students' needs in learning English related to their study program in vocational high school. | 3,22 %<br>(1 students)   | 16,12 %<br>(5 students)  | 70,96 %<br>(22 students) | 9,67 %<br>(3 students) | 100 %<br>(31 students) |
| 21. | Learning English with the computer and learning multimedia program is more appealing and fun.                                                                                              | 41,64%<br>(13 students)  | 58,06 %<br>(18 students) | -                        | -                      | 100 %<br>(31 students) |
| 22. | The learning activities in the language laboratory gives more motivation to learn English.                                                                                                 | 48,39 %<br>(15 students) | 51,61 %<br>(16 students) | -                        | -                      | 100 %<br>(31 students) |
| 23. | The components in the multimedia learning program such as audio, video, pictures, and text on the computer screen facilitate students to learn English better.                             | 38,71 %<br>(12 students) | 61,29%<br>(19 students)  | -                        | -                      | 100 %<br>(31 students) |
| 24. | I do not have any difficulties in operating the computer well during the English learning activities.                                                                                      | 19,35 %<br>(6 students)  | 74,19 %<br>(23 students) | 6,45 %<br>(2 students)   | -                      | 100 %<br>(31 students) |

The students were asked about their perspectives on their English learning in the language laboratory. 11 students (35,48%) and 18 students (58,06%) strongly agreed and agreed that the school has a comfortable language laboratory. 11 students (35,48%) and 16 students (51,61%) agreed that the facilities in the language laboratory (such as monitor screen, CPU, mouse, and headset) were functioned well. 6 students (19,35%) and 23 students (74,19%) agreed that they did not have any difficulties in operating the computer well during the English

learning activities. 4 students (12,9%) and 18 students (58,06%) agreed that the learning activities in the language laboratory gave more motivation to learn English. On the other hand, 7 students (22,58%) and 2 students (6,45%) disagreed and strongly disagreed that the learning activities in the language laboratory gave more motivation to learn English. 4 students (12,9%) and 18 students (58,06%) strongly agreed and agreed that the learning materials given during the lesson has already met their learning needs. On the contrary, 7 students (22,58%) and 2 students (6,45%) disagreed and strongly disagreed that the learning materials given during the lesson has already met their learning needs. These findings suggest that the facilities of language laboratory are sufficient to hold the English class there. The facilities such as monitor screen, CPU, mouse, and headset are in good condition and can function well during the class. The students are also familiar in operating the computer. Most of the students agreed that they are more motivated while learning with the computer, so it is necessary to develop a computer-based media consisting of learning materials that meet their needs and with the content related to Auto Body Repair Engineering study program.

## **2. Documents**

The researcher developed an interactive learning multimedia for two English basic competencies of the eleventh grade Auto Body Repair Engineering students. The basic competence are “expressing various kinds of intentions” and “comprehending simple instructions”. The syllabus for those basic competence applied during the semester is shown in Table 12.

Table 12: English Syllabus for the Eleventh Grade Students of the Auto Body Engineering Study Program at SMK N 2 Sleman for Semester 2

| Standard of competence : Communicating in English equivalent to elementary level |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                         |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic Competence                                                                 | Learning Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                 | Indicators                                                                                                                                              |
| 2.5. Expressing various kinds of intention                                       | 1. Recommendation <ul style="list-style-type: none"> <li>a. Asking for a recommendation               <ul style="list-style-type: none"> <li>-What do you recommend?</li> <li>-What should I do?</li> <li>-What do you think I should do?</li> </ul> </li> <li>b. Giving a recommendation               <ul style="list-style-type: none"> <li>-I recommend...</li> <li>-How about ...?</li> <li>-If I were you, I would ...</li> </ul> </li> <li>c. Accepting a recommendation               <ul style="list-style-type: none"> <li>- That sounds good.</li> <li>- I think that'll work.</li> <li>- Good idea.</li> </ul> </li> <li>d. Rejecting a recommendation               <ul style="list-style-type: none"> <li>- I don't think that will work.</li> <li>- I'm not sure about that</li> <li>- That's maybe not such a good idea.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Listening:               <ul style="list-style-type: none"> <li>– Answering questions based on dialogues about expressions used in asking for and responding to a recommendation, asking for help and responding to people asking for help.</li> </ul> </li> <li>• Speaking:               <ul style="list-style-type: none"> <li>– Performing dialogues based on given situations.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Students are able to use the expressions in asking for and responding to a recommendation properly.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>2. Help</p> <p>a. Asking for help</p> <ul style="list-style-type: none"> <li>- May I ask you a favor?</li> <li>- Can you help me...?</li> <li>- I'd be really glad if you could... .</li> </ul> <p>b. Giving help</p> <ul style="list-style-type: none"> <li>-Sure, what is it?</li> <li>-Yes. OK.</li> <li>-What do you need my help for?</li> </ul> <p>c. Refusing to give help</p> <ul style="list-style-type: none"> <li>-I'm sorry. Actually,..</li> <li>-I wish I could help, but...</li> </ul> | <ul style="list-style-type: none"> <li>• Listening: <ul style="list-style-type: none"> <li>– Answering questions based on dialogues about expressions used in asking for help and responding to people asking for help.</li> </ul> </li> <li>• Speaking: <ul style="list-style-type: none"> <li>– Performing dialogues based on given situations.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Students are able to use the expressions in asking for help and responding to people asking for help properly.</li> </ul>                       |
|  | <p>3. Discussion Text</p> <ul style="list-style-type: none"> <li>- telling advantages</li> <li>- telling disadvantages</li> <li>- telling opinion or recommendation</li> </ul>                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Reading: <ul style="list-style-type: none"> <li>– Answering questions about advantages and disadvantages based on written texts.</li> </ul> </li> <li>• Writing: <ul style="list-style-type: none"> <li>– Writing text based on given information and situation.</li> </ul> </li> </ul>                                         | <ul style="list-style-type: none"> <li>• Students are able to get the idea in the discussion text.</li> <li>• Students are able to express their idea in the discussion text.</li> </ul> |

|                                               |                                                                                           |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                 |
|-----------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.6. Comprehending simple instructions</p> | <p>Procedural text<br/>-telling steps in the chronological order<br/>-giving commands</p> | <ul style="list-style-type: none"> <li>• Reading: <ul style="list-style-type: none"> <li>– Answering questions based on written texts.</li> </ul> </li> <li>• Writing: <ul style="list-style-type: none"> <li>– Writing text based on given situations.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Students are able to follow the chronological order of steps in the procedural text.</li> <li>• Students are able to express steps in chronological order.</li> <li>• students are able to express commands</li> </ul> |
|-----------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



As mentioned in the syllabus, the competence for the eleventh grade students of the Auto Body Repair Engineering study program is to be able to communicate in English equivalent to elementary level. There are 7 basic competence during the year. The researcher developed an interactive learning multimedia for 2 basic competence: “expressing various kinds of intention” and “comprehending simple instructions”.

There are several definitions of the term “intention”. *Collins Cobuild English Dictionary* defines intention as “an idea or plan of what you are going to do”. *The Free Dictionary* adds that it is also “an aim that guides action” and “an act or instance of determining mentally upon some action or result”. Based on these definitions, it can be concluded that when someone express their intention, they tell people about their idea or plan. By telling about this idea or plan, people will get the results such as people’s actions or responses. The researcher and teacher have decided the expressions that are used for this basic competence. Students learned expressions in recommendation and help. The expressions in recommendation were divided into: 1) asking for recommendation, 2) giving recommendation, 3) accepting recommendation, and 4) rejecting recommendation. The expressions in help were also divided into: 1) asking for help, 2) giving help, 3) refusing to give help.

The second basic competence is “comprehending simple instructions”. There are several definitions found in the dictionaries about the term “instructions”. *Cambridge Advanced Learner’s Dictionary* outlines that instruction is “something that someone tells you to do”. *Collins Cobuild English Dictionary* describes that

instructions are clear and detailed information on how to do something. It can be noted that instructions provide the reader or listener with the procedures to do something.

The teacher applied genre-based approach in the teaching-learning process. Therefore, the syllabus was designed to match the basic competence with the genre. In these two basic competence, the students learned about discussion and procedural text.

BSNP (2006:109) states that English learning in vocational high schools is aimed to meet certain goals. They are as follows:

1. mastering knowledge and basic skills of English to support the achievement of study program competences
2. applying their mastery of English knowledge and skills to communicate both orally and written in the intermediate level

There are three consideration that should be taken into account in developing an interactive learning multimedia for the eleventh grade students of Auto Body Repair Engineering study program. First of all, the materials presented in the interactive learning multimedia should cover the basic competence explained in the *Standar Isi* for English subject in vocational high schools. Second, the materials should cover the genre texts that are matched with the basic competence itself; in this research, the genre texts are discussion and procedural texts. Third, the materials presented in the interactive learning multimedia should provide the students with opportunity to get engaged with the activities both orally and written to support their study program competences.

Based on the results of needs analysis and material analysis, the researcher decided that the contents cover several sections as follows:

1. Oral Cycle

This cycle consists of listening and speaking activities.

2. Written Cycle

This cycle consists of reading and writing activities.

3. Vocabulary Enrichment

This section gives more explanation about the technical terms related to every unit.

4. Glossary

This section gives a list of vocabulary used in every unit. It provides the students with audio on how to pronounce the word and shows them the meaning in two languages, Indonesian and English.

5. Summary

This section provides the students with the summary of every unit that consists of the language functions and types of text in every unit.

## **B. The Design of the Interactive Learning Multimedia**

After gaining information from the analysis phase, the reasearcher made a flowchart as the detailed outline. It is to give clear information in terms of the content, arrangement, learning objectives, and relationship to learning process.

The flowchart is shown in Figure 6.

## Interactive Learning Multimedia Flowchart

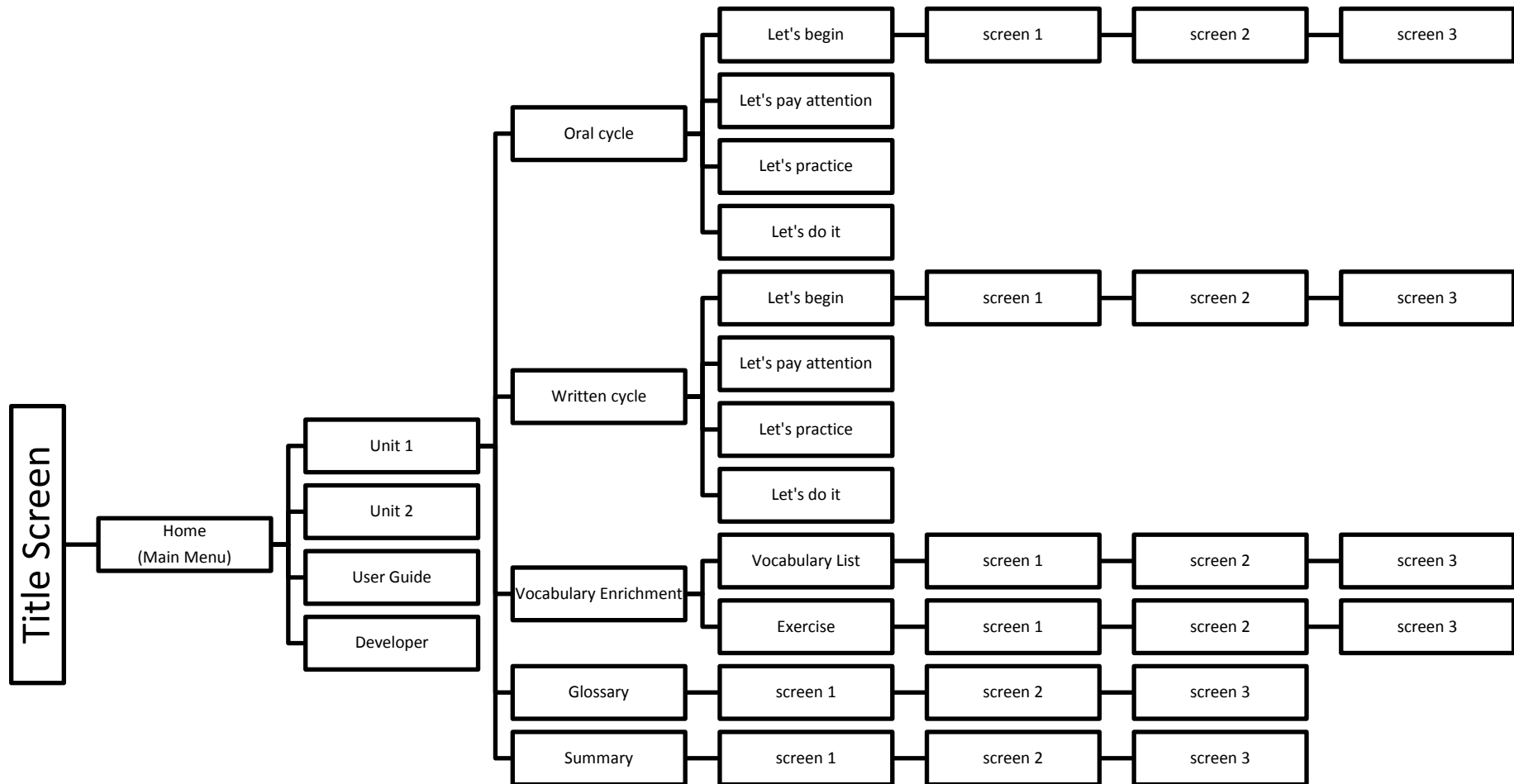


Figure 6: Interactive Learning Multimedia Flowchart

Figure 6 shows the flowchart of the developed interactive learning multimedia. The interactive learning multimedia begins with a title screen that leads the users to the home screen. The home screen offers the main menu on the media, such as a link to Unit 1 and Unit 2 and other buttons to lead the users to read the user guide and information about the developer.

Every unit was designed to have five sections namely Oral Cycle, Written Cycle, Vocabulary Enrichment, Glossary, and Summary. Oral cycle focuses on the learning of listening and speaking skill, whereas the written cycle deals more with reading and writing skill. Unit 1 is entitled “What car do you recommend?”. The oral cycle consists of the expressions used in asking for, giving, accepting, and rejecting a recommendation. The written cycle consists of the materials about discussion texts. Unit 2 is entitled “Can you help me fix this problem?” The oral cycle consists of the expressions used in asking for help and responding to it. The written cycle consists of the materials about procedural texts.

In each oral or written cycle, there are four stages of the teaching/learning cycle namely “Let’s begin” (BKOF stage), “Let’s pay attention” (MOT stage), “Let’s practice” (JCOT stage), and “Let’s do it” (ICOT stage). The students are provided by these stages so that they can gradually obtain independence in applying the expression and text types. Every stage is provided with several tasks that the students should do individually or in pairs.

### C. The Development of the Interactive Learning Multimedia

At the beginning of the development phase, the researcher created a storyboard of the multimedia based on the flowchart designed in the design phase. The storyboard can give illustration of the screen layout for the multimedia. The researcher categorized the screen layout into 8 designs below:

#### 1. Title Screen

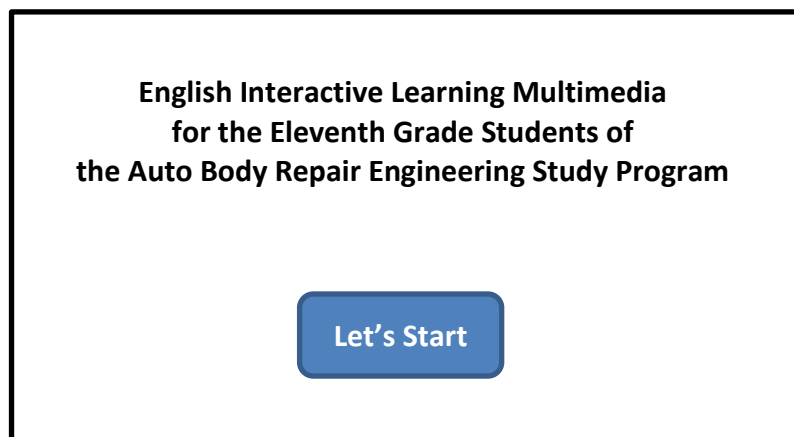


Figure 7: Title Screen in the Storyboard

#### 2. Home Screen

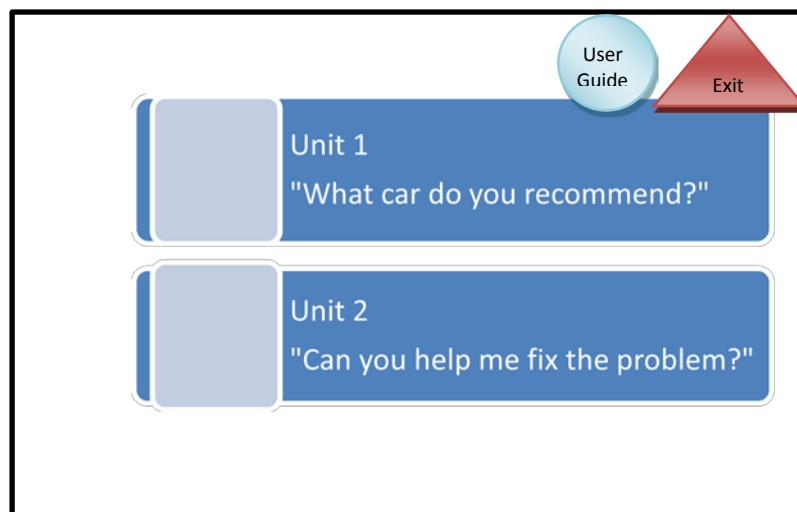


Figure 8: Home Screen in the Storyboard

### 3. Unit Menu Screen

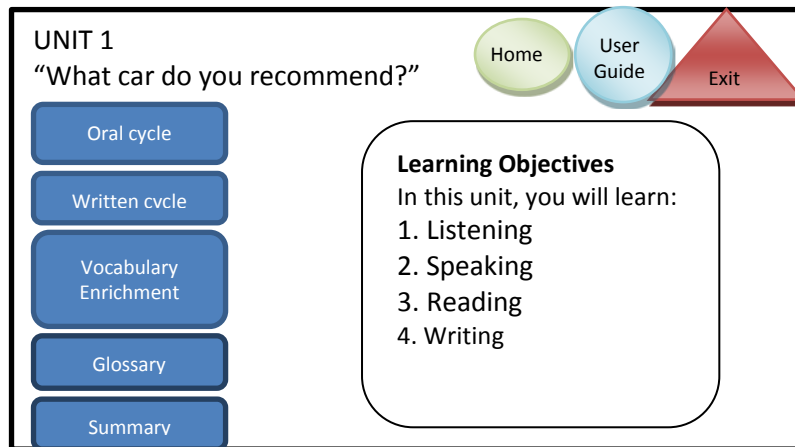


Figure 9: Unit Menu Screen in the Storyboard

### 4. Cycle Menu Screen

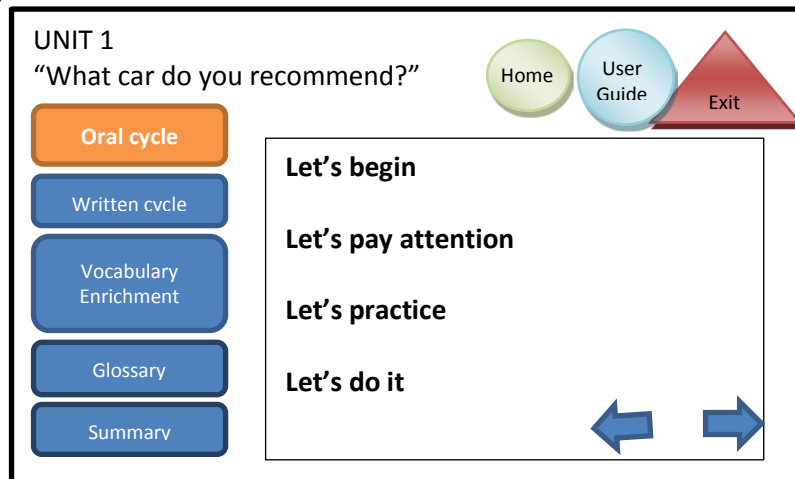


Figure 10: Cycle Menu Screen in the Storyboard

### 5. Task Screen



Figure 11: Task Screen in the Storyboard

## 6. Vocabulary Enrichment Screen

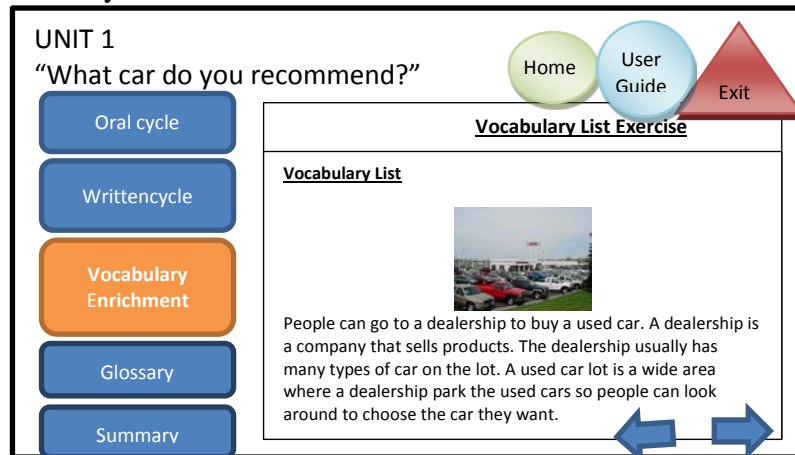


Figure 12: Vocabulary Enrichment Screen in the Storyboard

## 7. Glossary Screen

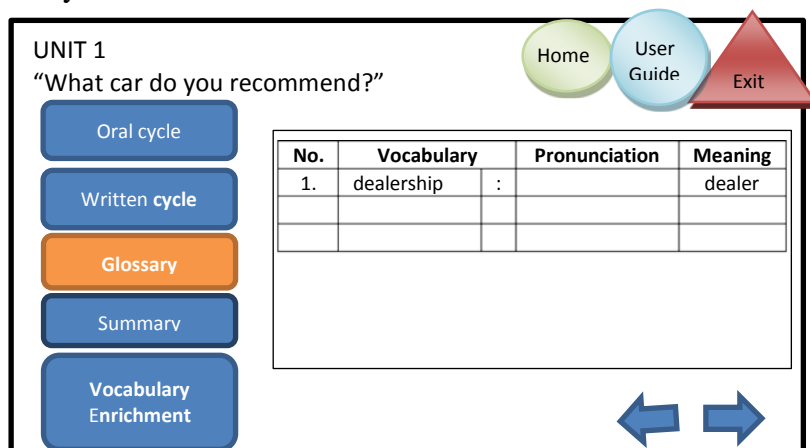


Figure 13: Glossary Screen in the Storyboard

## 8. Summary

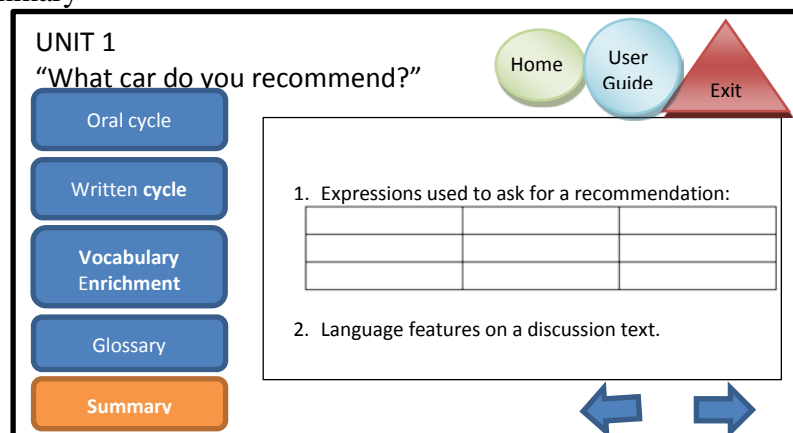


Figure 14: Summary Screen in the Storyboard



This storyboard was used to be a template for developing the first draft of the interactive learning multimedia. The next section discusses the first draft multimedia and the functions of the parts and buttons.



Figure 15: Title Screen in the First Draft

Table 13: Title Screen Elements

| No. | Elements             | Functions                                                                                                                                |
|-----|----------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Title screen picture | The pictures represent the multimedia title. These are some of common works done in the field of Auto Body Repair Engineering.           |
| 2.  | User Guide button    | It directs the users to the User Guide screen.                                                                                           |
| 3.  | Exit button          | It closes the multimedia window.                                                                                                         |
| 4.  | Multimedia Title     | It shows the title of the develop learning multimedia. The title gives information about English learning for a certain field and grade. |
| 5.  | Let's Start button   | It directs the users to enter the home screen of the multimedia.                                                                         |

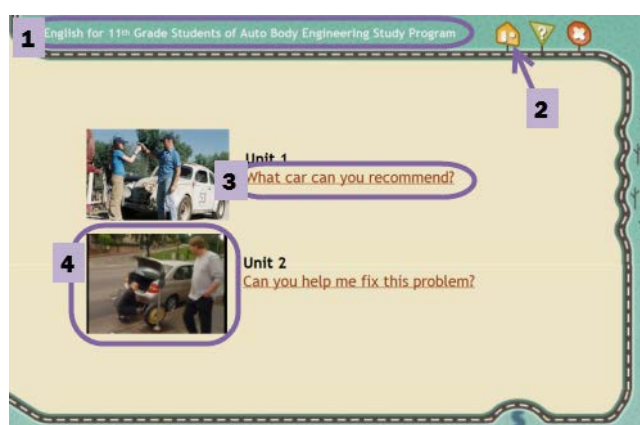


Figure 16: Home Screen in the First Draft

Table 14: Home Screen Elements

| No. | Elements         | Function                                                   |
|-----|------------------|------------------------------------------------------------|
| 1.  | Multimedia Title | It is shown as a header on every screen of the multimedia. |
| 2.  | Home button      | It directs the users to the home screen.                   |
| 3.  | Unit link        | It directs the users to enter the menu screen of the unit. |
| 4.  | Unit picture     | It represents the theme of every unit.                     |

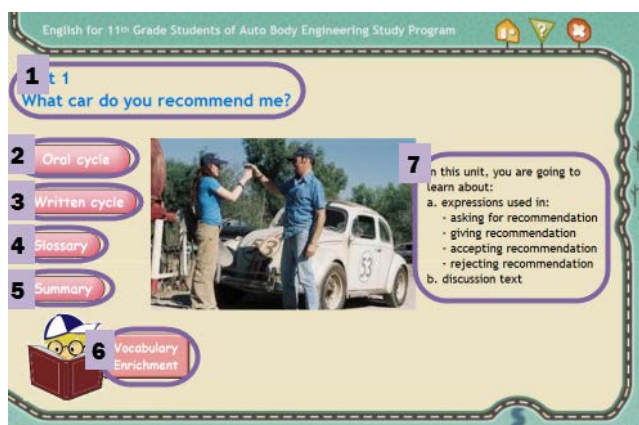


Figure 17: Unit Menu Screen in the First Draft

Table 15: Unit Menu Screen Elements

| No. | Elements                     | Function                                                   |
|-----|------------------------------|------------------------------------------------------------|
| 1.  | Unit title                   | It shows the title of the current unit.                    |
| 2.  | Oral Cycle button            | It directs the users to the Oral Cycle section.            |
| 3.  | Written Cycle button         | It directs the users to the Written Cycle section.         |
| 4.  | Glossary button              | It directs the users to the glossary section.              |
| 5.  | Summary button               | It directs the users to the summary section.               |
| 6.  | Vocabulary Enrichment button | It directs the users to the Vocabulary Enrichment section. |
| 7.  | General Unit description     | It describes the general content of the current unit.      |

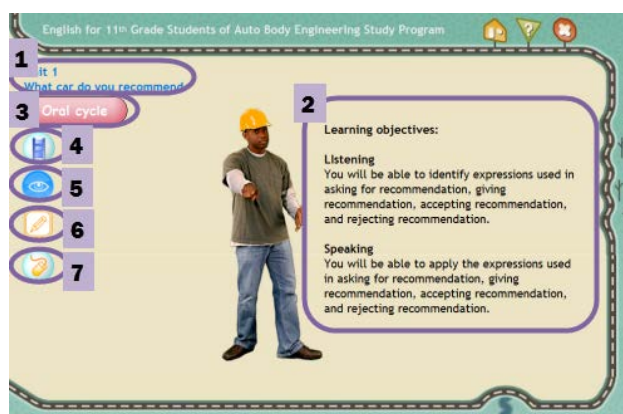


Figure 18: Cycle Menu Screen in the First Draft

Table 16: Cycle Menu Elements

| No. | Elements                        | Function                                                                                                                       |
|-----|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Unit 1 button                   | It gives information about the title of the current unit.                                                                      |
| 2.  | Learning objectives description | It describes the learning objections of the current unit.                                                                      |
| 3.  | Oral Cycle button               | It shows the current section of the unit. I can also be used as a button that directs the users back to the cycle menu screen. |
| 4.  | Let's begin button              | It directs the users to the tasks in the Let's begin section. The section provides the users with BKOF activities.             |
| 5.  | Let's pay attention button      | It directs the users to the tasks in the Let's pay attetion section. The section provides the users with MOT activities.       |
| 6.  | Let's practice button           | It directs the users to the tasks in the Let's practice section. The section provides the users with JCOT activities.          |
| 7.  | Let's do it button              | It directs the users to the tasks in the Let's do it section. The section provides the users with ICOT activities.             |

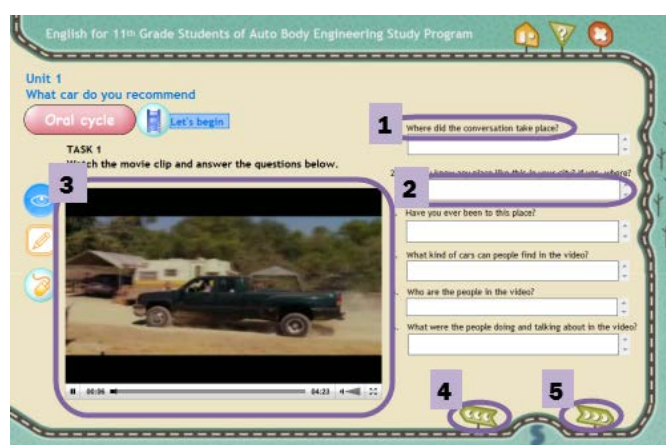


Figure 19: Task Screen in the First Draft

Table 17: Task Screen Elements

| No. | Elements      | Functions                                                                                                                                    |
|-----|---------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Question text | It shows the number and the question text.                                                                                                   |
| 2.  | Answer field  | It shows the answer box where the users can type the answer.                                                                                 |
| 3.  | Video player  | It shows the video and give control to the users to play, pause, stop, rewind, forward, set the volume, and set the screen into full screen. |
| 4.  | Back button   | It directs the users to the previous screen.                                                                                                 |
| 5.  | Next button   | It directs the users to the next screen.                                                                                                     |

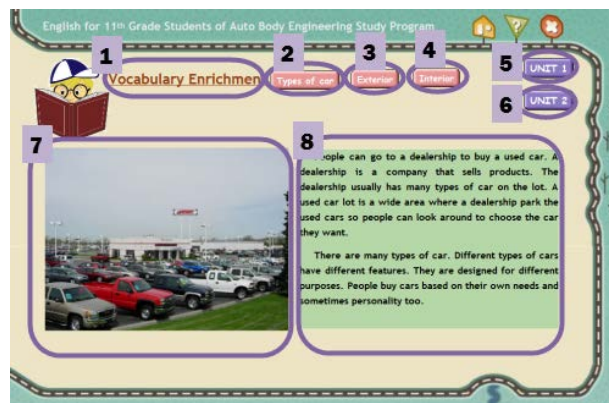


Figure 20: Vocabulary Enrichment Screen in the First Draft

Table 18: Vocabulary Enrichment Elements

| No. | Elements                                | Functions                                                                                                           |
|-----|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1.  | Vocabulary Enrichment title             | It gives information about the title of Vocabulary Enrichment section of the unit.                                  |
| 2.  | Content button 1                        | It directs the users to the first content of the Vocabulary Enrichment section about types of the car.              |
| 3.  | Content button 2                        | It directs the users to the second content of the Vocabulary Enrichment section about exterior elements of the car. |
| 4.  | Content button 3                        | It directs the users to the third content of the Vocabulary Enrichment section about interior elements of the car.  |
| 5.  | Unit 1 button                           | It directs the users to the unit 1 screen.                                                                          |
| 6.  | Unit 2 button                           | It directs the users to the unit 2 screen.                                                                          |
| 7.  | Vocabulary Enrichment section picture   | It represents the theme of the Vocabulary Enrichment section.                                                       |
| 8.  | Vocabulary Enrichment opening paragraph | It provides the users with some opening paragraphs to introduce the contents of the Vocabulary Enrichment section.  |

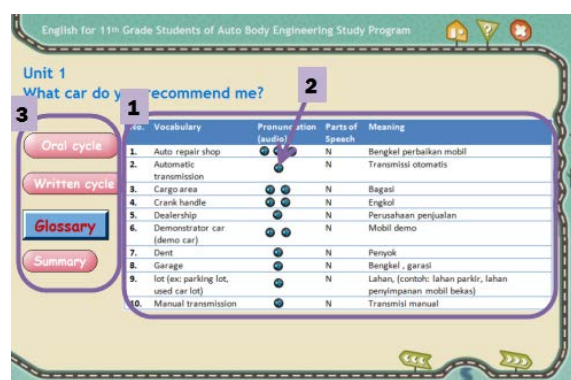


Figure 21: Glossary Screen in the First Draft

Table 19: Glossary Screen Elements

| No. | Elements        | Functions                                                                                                                                |
|-----|-----------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Glossary        | It provides the users with an alphabetical vocabulary list, with meanings and pronunciation of the words or phrases in the current unit. |
| 2.  | Audio button    | It provides the users with a pronunciation audio by clicking on the button.                                                              |
| 3.. | Section buttons | It provides the users with some buttons to choose a section they want to jump in.                                                        |

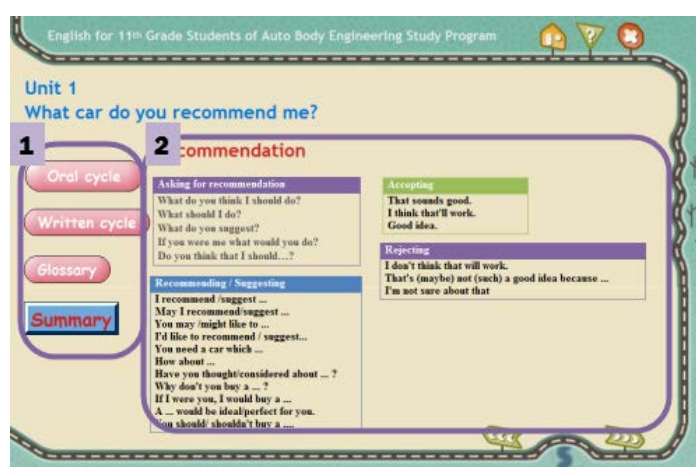


Figure 22: Summary Screen in the First Draft

Table 20: Summary Screen Elements

| No. | Elements        | Functions                                                                         |
|-----|-----------------|-----------------------------------------------------------------------------------|
| 1.  | Section buttons | It provides the users with some buttons to choose a section they want to jump in. |
| 2.  | Summary         | The area is used to present the summary of the current unit.                      |

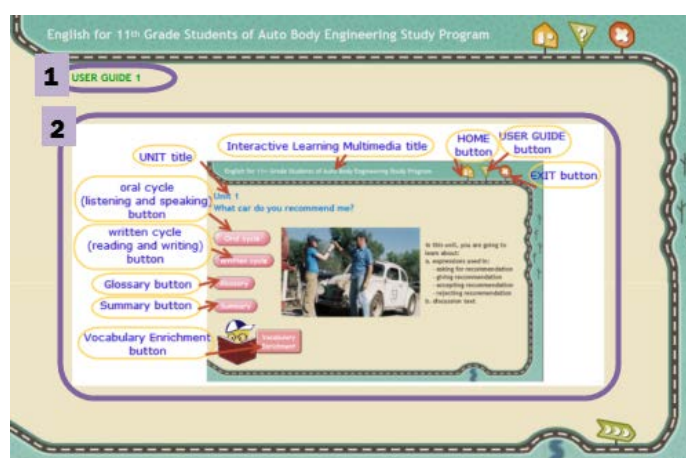


Figure 23: User Guide Screen in the First Draft



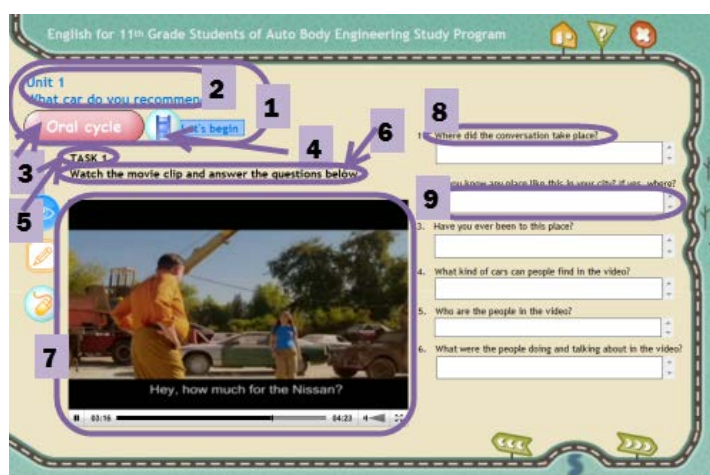
Table 21: User Guide Screen Elements

| No. | Elements           | Functions                                                                               |
|-----|--------------------|-----------------------------------------------------------------------------------------|
| 1.  | User Guide page    | It shows the page number of the User Guide screen.                                      |
| 2.  | User Guide picture | It shows the screenshot of the multimedia along with the information on its navigation. |

Every unit is organized into two cycles, Oral Cycle and Written Cycle. Both cycles are then organized into four learning stages: Let's begin, Let's pay attention, Let's practice, and Let's do it. These stages are discussed below by taking examples of the oral cycle in unit 1 and the written cycle in unit 2. The complete first draft of the interactive multimedia is on page 296 (Appendix B).

### 1. Oral Cycle

#### a) Let's begin

Figure 24: Oral Cycle Unit 1 *Let's begin*Table 22: Elements in Oral Cycle Unit 1 *Let's begin*

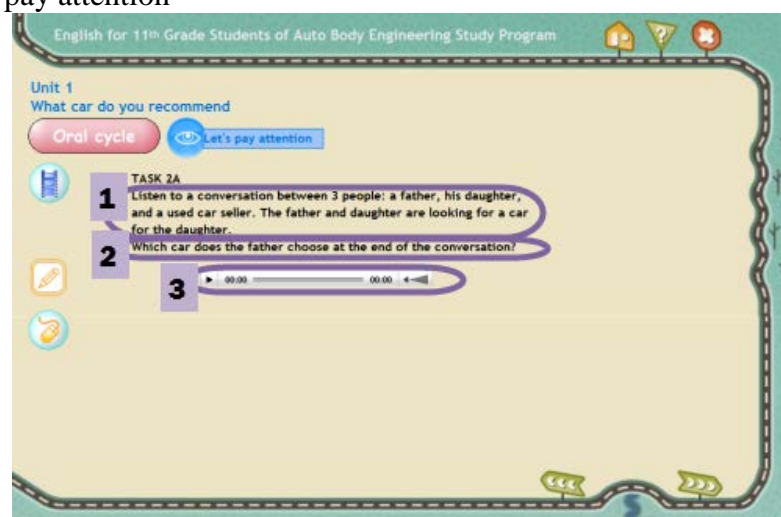
| No. | Elements      | Functions                                                                                                                                                       |
|-----|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Section Title | It gives information to the students about what section they are currently in.<br>Figure 24 shows that the section title is “Unit 1 – Oral Cycle –Let’s begin”. |
| 2.  | Unit button   | It directs the students to the unit menu screen of the current unit.                                                                                            |

(continued)

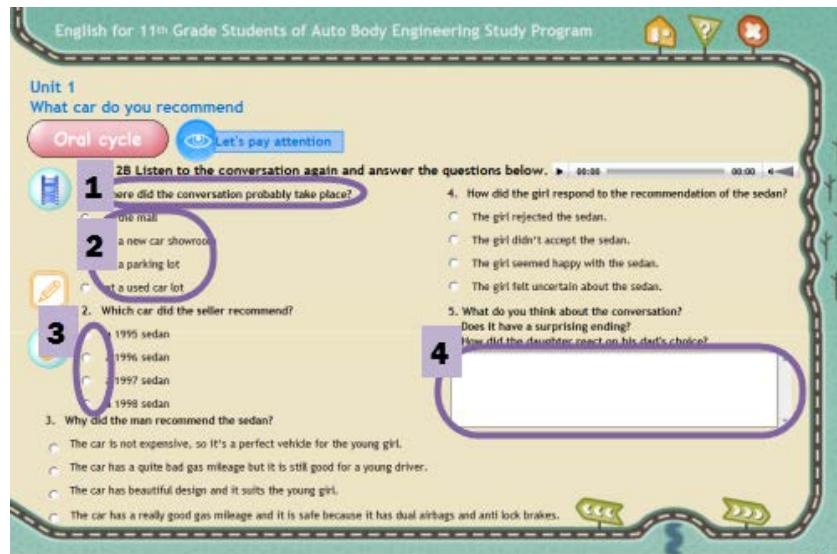
(continued)

|    |                       |                                                                                                                                                                                                         |
|----|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Cycle button          | It directs the students to the cycle menu screen of the current cycle in the unit.                                                                                                                      |
| 4. | Learning stage button | It directs the students to the first screen of the learning stage in the current unit and cycle.                                                                                                        |
| 5. | Task number           | It shows the task number to indicate its order.                                                                                                                                                         |
| 6. | Task instruction      | It shows the instruction in the task to tell students what they have to do during the task.                                                                                                             |
| 7. | Video player          | It provides the students with a video player. It can play, pause, forward, and rewind the video. The students can change the screen into the full screen. They can also adjust the volume of the video. |
| 8. | Question text         | It presents the question in the task.                                                                                                                                                                   |
| 9. | Answer field          | It provides a space in which the students can write their answer.                                                                                                                                       |

## b) Let's pay attention

Figure 25: Oral Cycle Unit 1 *Let's pay attention* (1)Table 23: Elements in Oral Cycle Unit 1 *Let's pay attention* (1)

| No. | Element                          | Function                                                                                                                                                                          |
|-----|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Task instruction and description | It shows the instruction in the task to tell students what they have to do during the task. At the same time, it also describes the context of the task.                          |
| 2.  | Question                         | It presents the question in the task. It can give the students a purpose to find the information while listening to the audio. At the same time, it triggers the students' focus. |
| 3.  | Audio player                     | It provides the students with an audio player. It can play, pause, forward, and rewind the audio. The students can also adjust the volume of the audio.                           |

Figure 26: Oral Cycle Unit 1 *Let's pay attention* (2)Table 24: Elements in Oral Cycle Unit 1 *Let's pay attention* (2)

| No. | Element       | Function                                                          |
|-----|---------------|-------------------------------------------------------------------|
| 1.  | Question text | It presents the question in the task.                             |
| 2.  | Choice text   | It presents the choices in every question.                        |
| 3.  | Choice button | It is used to input the answer by clicking on the button.         |
| 4.  | Answer field  | It provides a space in which the students can write their answer. |

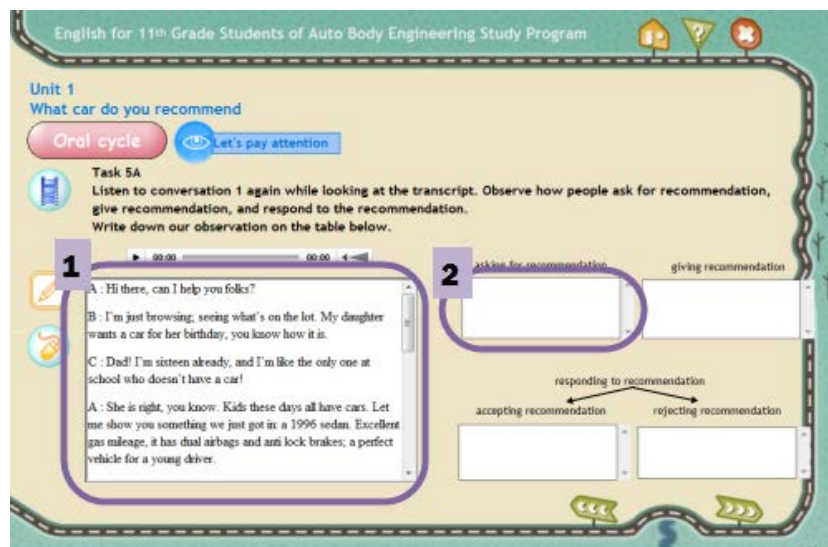
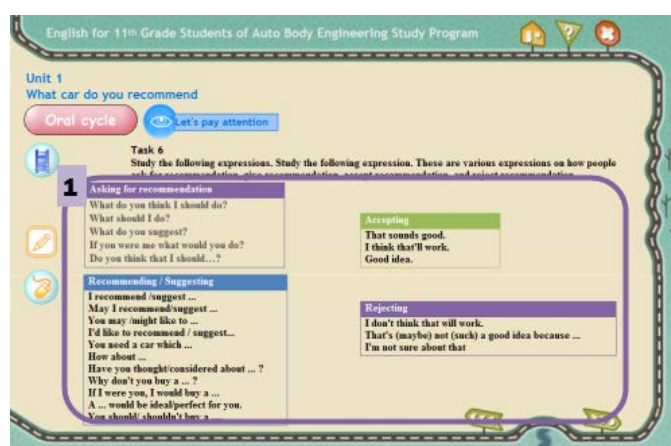
Figure 27: Oral Cycle Unit 1 *Let's pay attention* (3)



Table 25: Elements in Oral Cycle Unit 1 *Let's pay attention* (3)

| No. | Element        | Function                                                                                                                                                                                                                                     |
|-----|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Scrolling text | It presents the conversation transcript in the scrolling text box. Students can scroll the text up and down. This scrolling text is used to effectively manage some elements in one screen, so the complete text may not use too much space. |
| 2.  | Answer field   | It provides a space in which the students can write their answer.                                                                                                                                                                            |

Figure 28: Oral Cycle Unit 1 *Let's pay attention* (4)Table 26: Elements in Oral Cycle Unit 1 *Let's pay attention* (4)

| No. | Element       | Function                       |
|-----|---------------|--------------------------------|
| 1.  | Learning note | It presents the learning note. |

c) Let's practice

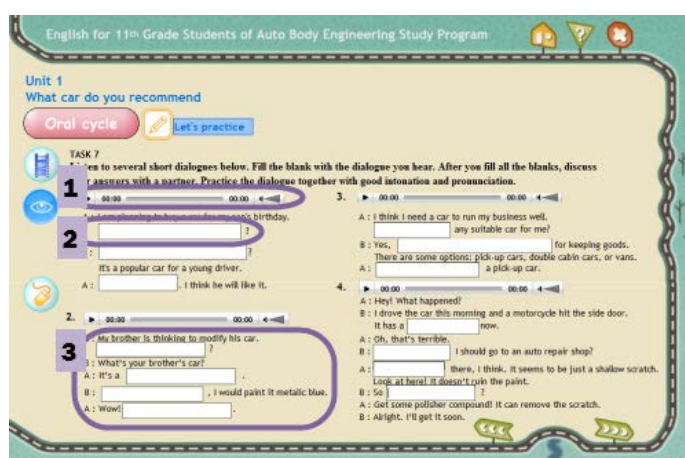
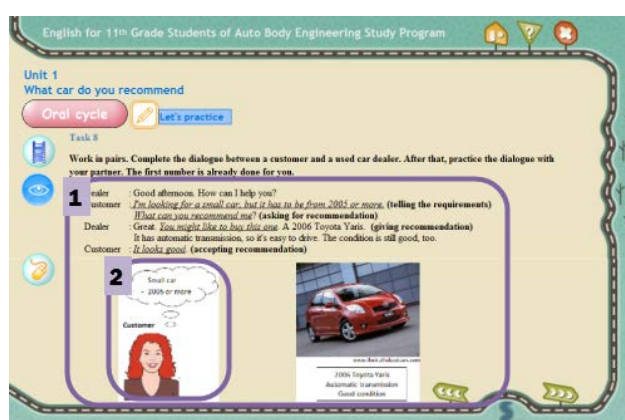
Figure 29: Oral Cycle Unit 1 *Let's practice* (1)

Table 27: Elements in Oral Cycle Unit 1 *Let's practice* (1)

| No. | Element        | Function                                                                                                                                                |
|-----|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Audio player   | It provides the students with an audio player. It can play, pause, forward, and rewind the audio. The students can also adjust the volume of the audio. |
| 2.  | Answer field   | It provides a space in which the students can write their answer.                                                                                       |
| 3.  | Cloze dialogue | It presents the dialogue text with some blanks on it for the students to fill in with the words/phrases they hear from the audio.                       |

Figure 30: Oral Cycle Unit 1 *Let's practice* (2)Table 28: Elements in Oral Cycle Unit 1 *Let's practice* (2)

| No. | Element      | Function                                                                                                                                                      |
|-----|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Task example | It gives the students an example to do the task.                                                                                                              |
| 2.  | Picture      | It provides the students with visual input in the form of car catalogue and thought bubble of the character. The input helps students to accomplish the task. |

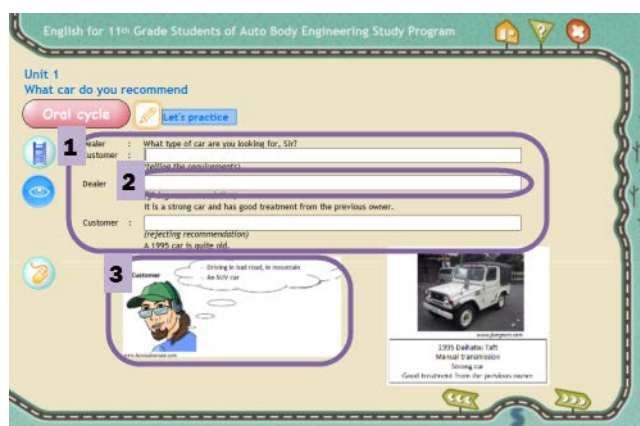
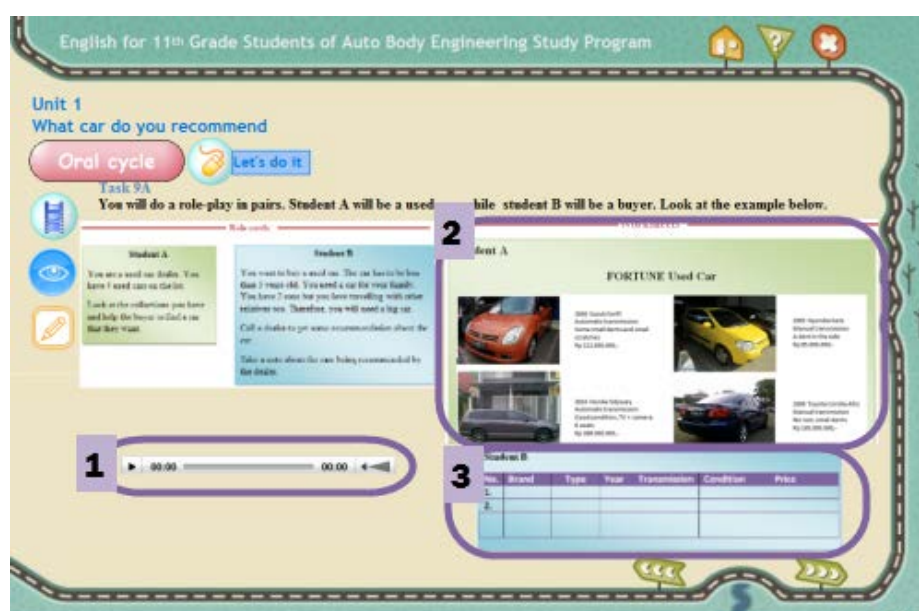
Figure 31: Oral Cycle Unit 1 *Let's practice* (3)

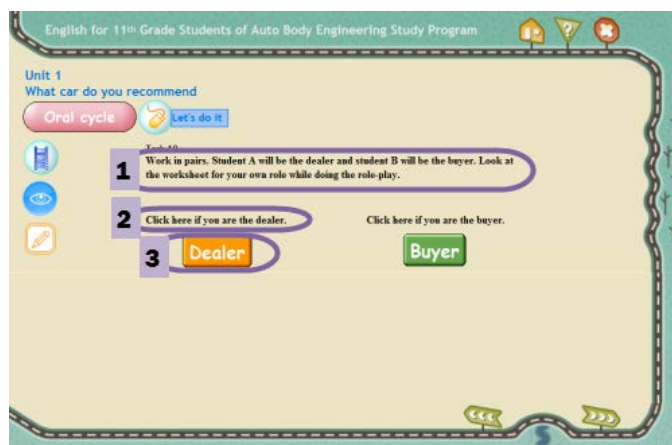
Table 29: Elements in Oral Cycle Unit 1 *Let's practice* (3)

| No. | Element        | Function                                                                                                                                                      |
|-----|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Cloze dialogue | It presents the dialogue text with some blanks on it for the students to fill in with the words/phrases they hear from the audio.                             |
| 2.  | Answer field   | It provides a space in which the students can write their answer.                                                                                             |
| 3.  | Picture        | It provides the students with visual input in the form of car catalogue and thought bubble of the character. The input helps students to accomplish the task. |

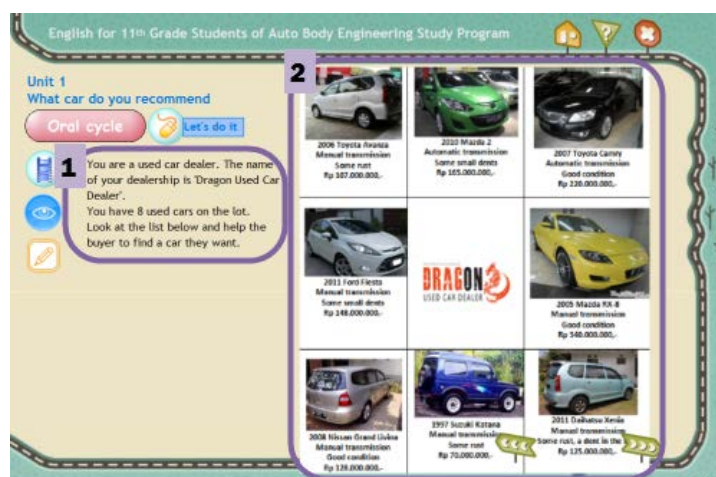
d) Let's do it

Figure 32: Oral Cycle Unit 1 *Let's do it* (1)Table 30: Elements in Oral Cycle Unit 1 *Let's do it* (1)

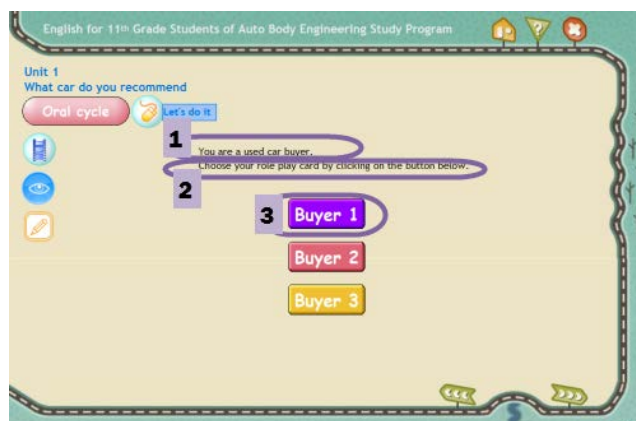
| No. | Element           | Function                                                                                                                                                |
|-----|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Audio player      | It provides the students with an audio player. It can play, pause, forward, and rewind the audio. The students can also adjust the volume of the audio. |
| 2.  | Picture           | It provides the students with visual input in the form of car catalogue. The input helps students to accomplish the task.                               |
| 3.  | Information table | It tells the students some points that they should pay attention on while listening to the audio file.                                                  |

Figure 33: Oral Cycle Unit 1 *Let's do it (2)*Table 31: Elements in Oral Cycle Unit 1 *Let's do it (2)*

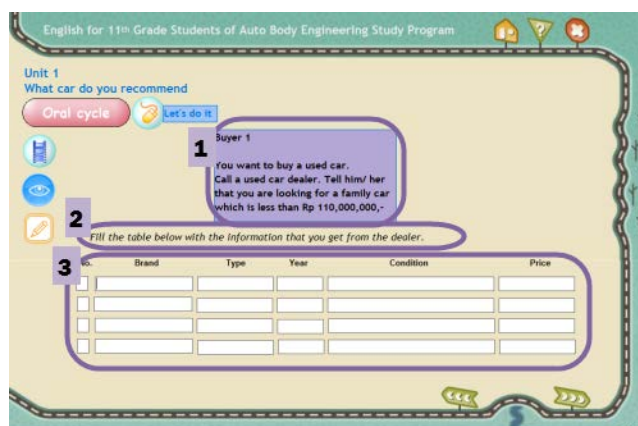
| No. | Element            | Function                                                                                    |
|-----|--------------------|---------------------------------------------------------------------------------------------|
| 1.  | Task instruction   | It shows the instruction in the task to tell students what they have to do during the task. |
| 2.  | Button instruction | It gives directions to the students to choose the right button based on their role.         |
| 3.  | Role-play button   | It directs the students to the role-play description based on their chosen role.            |

Figure 34: Oral Cycle Unit 1 *Let's do it (3)*Table 32: Elements in Oral Cycle Unit 1 *Let's do it (3)*

| No. | Element               | Function                                                                 |
|-----|-----------------------|--------------------------------------------------------------------------|
| 1.  | Role-play description | It describes the role of a car dealer in the role-play task.             |
| 2.  | Picture               | It presents a used car catalogue which is applied in the role-play task. |

Figure 35: Oral Cycle Unit 1 *Let's do it* (4)Table 33: Elements in Oral Cycle Unit 1 *Let's do it* (4)

| No. | Element               | Function                                                                            |
|-----|-----------------------|-------------------------------------------------------------------------------------|
| 1.  | Role-play description | It describes the role of a car dealer in the role-play task.                        |
| 2.  | Button instruction    | It gives directions to the students to choose one of the roles shown in the screen. |
| 3.  | Role-play button      | It directs the students to the role-play description based on their chosen role.    |

Figure 36: Oral Cycle Unit 1 *Let's do it* (5)Table 34: Elements in Oral Cycle Unit 1 *Let's do it* (5)

| No. | Element               | Function                                                                                                                                                                   |
|-----|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Role-play description | It describes the role of a buyer in the role-play task.                                                                                                                    |
| 2.  | Task instruction      | It shows the instruction in the task to tell students what they have to do during the task.                                                                                |
| 3.  | Information Table     | It tells the students some points that they should pay attention on while listening to the audio file. The students who take the role as the buyer have to fill the table. |



## 2. Written Cycle

### a) Let's begin

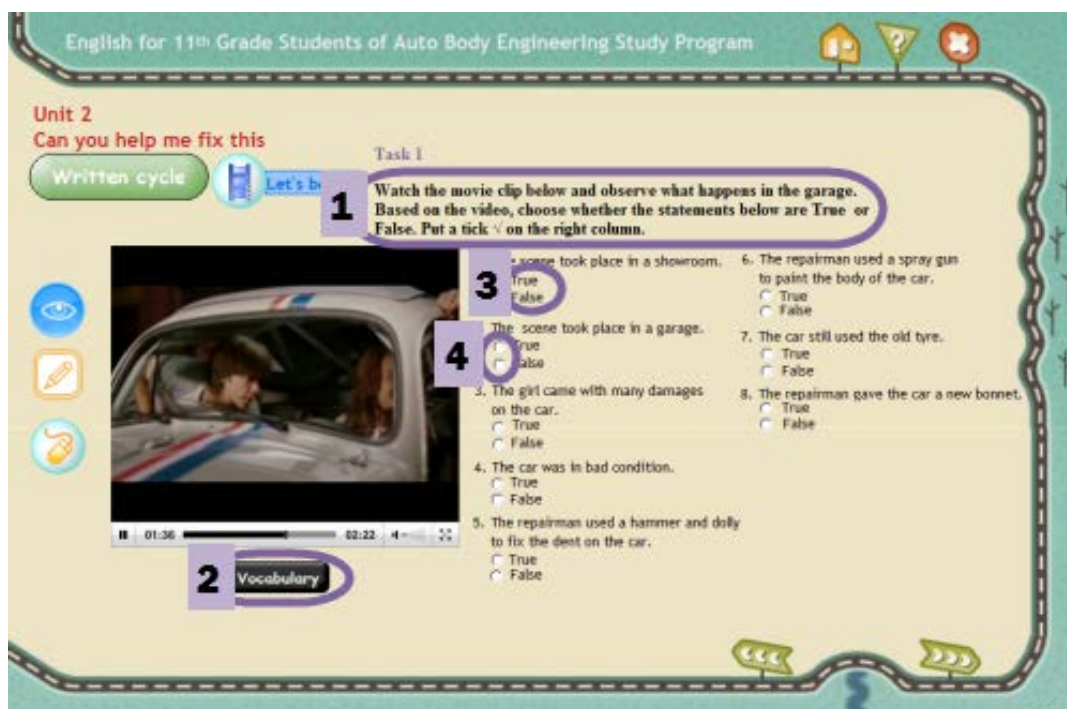
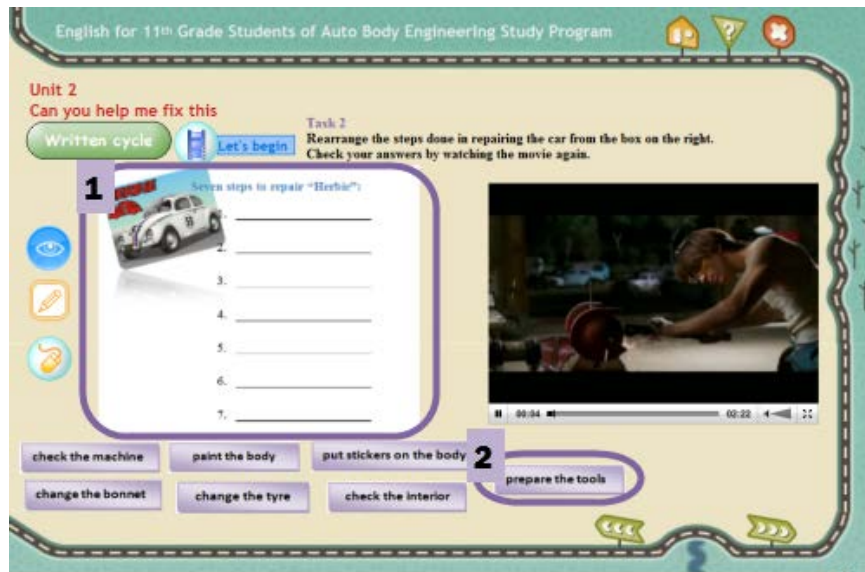


Figure 37: Written Cycle Unit 2 *Let's begin* (1)

Table 35: Elements in Written Cycle Unit 2 *Let's begin* (1)

| No. | Element              | Function                                                                                                                                                                       |
|-----|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Task instruction     | It shows the instruction in the task to tell students what they have to do during the task.                                                                                    |
| 2.  | Vocabulary button    | It shows some damages on the car.                                                                                                                                              |
| 3.  | True/False statement | It presents a statement related to the video.                                                                                                                                  |
| 4.  | True/False button    | It is used to input the answer by clicking on the button. If the statement is true, click on the TRUE button. Otherwise, if the statement is false, click on the FALSE button. |

Figure 38: Written Cycle Unit 2 *Let's begin (2)*Table 36: Elements in Written Cycle Unit 2 *Let's begin (2)*

| No. | Element         | Function                                                                            |
|-----|-----------------|-------------------------------------------------------------------------------------|
| 1.  | Drop zone image | It is used as an area to which the student drags the answer.                        |
| 2.  | Drag item       | It is used to present answer choices that should be dragged to the right drop zone. |

b) Let's pay attention

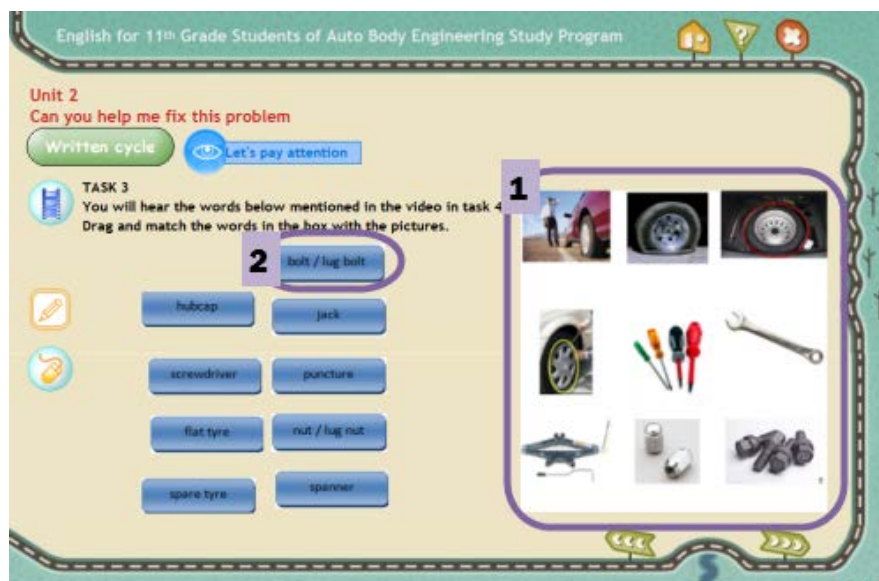
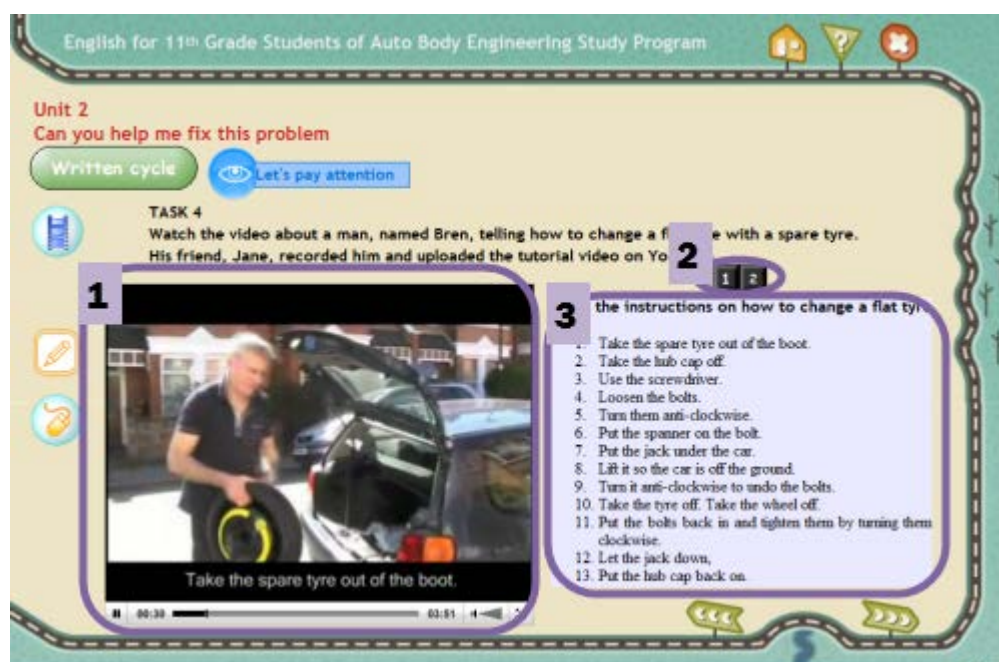
Figure 39: Written Cycle Unit 2 *Let's pay attention (1)*

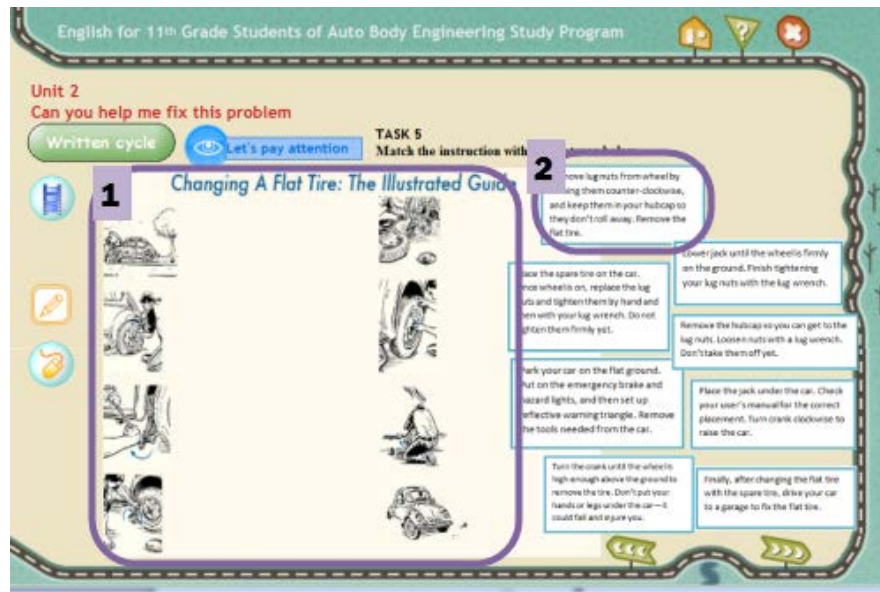
Table 37: Elements in Written Cycle Unit 2 *Let's pay attention* (1)

| No. | Element         | Function                                                                            |
|-----|-----------------|-------------------------------------------------------------------------------------|
| 1.  | Drop zone image | It is used as an area to which the student drags the answer.                        |
| 2.  | Drag item       | It is used to present answer choices that should be dragged to the right drop zone. |

Figure 40: Written Cycle Unit 2 *Let's pay attention* (2)Table 38: Elements in Written Cycle Unit 2 *Let's pay attention* (2)

| No. | Element       | Function                                                                                                                                                                                                |
|-----|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Video player  | It provides the students with a video player. It can play, pause, forward, and rewind the video. The students can change the screen into the full screen. They can also adjust the volume of the video. |
| 2.  | Page button   | It directs the students to a certain page on the screen.                                                                                                                                                |
| 3.  | Learning note | It presents the learning note.                                                                                                                                                                          |



Figure 41: Written Cycle Unit 2 *Let's pay attention* (3)Table 39: Elements in Written Cycle Unit 2 *Let's pay attention* (3)

| No. | Element         | Function                                                                            |
|-----|-----------------|-------------------------------------------------------------------------------------|
| 1.  | Drop zone image | It is used as an area to which the student drags the answer.                        |
| 2.  | Drop item       | It is used to present answer choices that should be dragged to the right drop zone. |

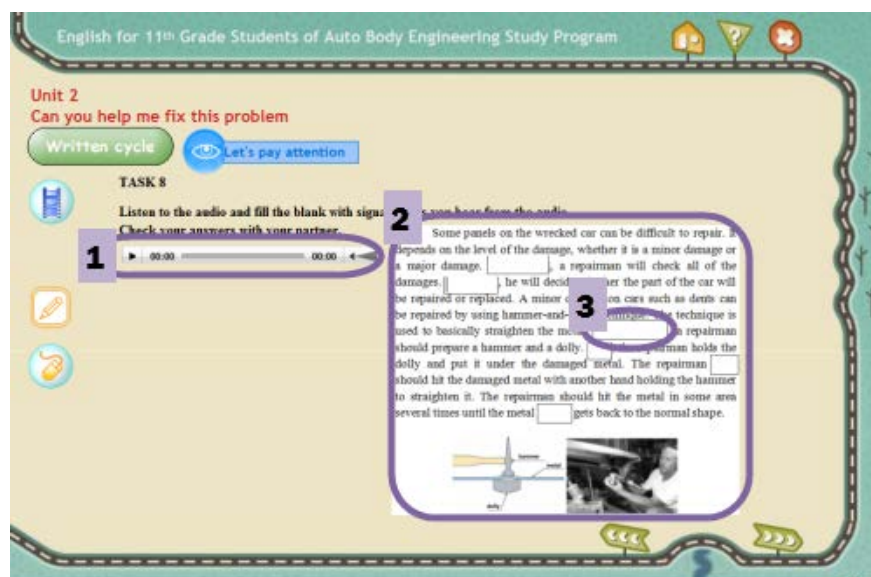
Figure 42: Written Cycle Unit 2 *Let's pay attention* (4)

Table 40: Elements in Written Cycle Unit 2 *Let's pay attention* (4)

| No. | Element         | Function                                                                                                                                                |
|-----|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Audio player    | It provides the students with an audio player. It can play, pause, forward, and rewind the audio. The students can also adjust the volume of the audio. |
| 2.  | Cloze paragraph | It presents the paragraph with some blanks on it for the students to fill in with the words/phrases they hear from the audio.                           |
| 3.  | Answer field    | It provides a space in which the students can write their answer.                                                                                       |

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem

Written cycle

TASK 9  
Study the explanation below.

**Procedural Text**

**1** Structure of the text:

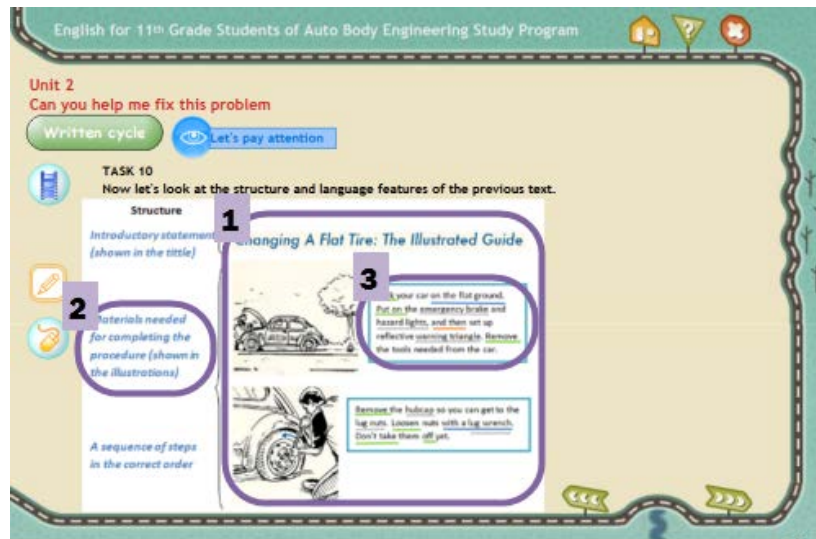
1. An introductory statement giving the aim or goal (title of the text or an introductory paragraph)
2. Materials needed for completing the procedure (a list or a paragraph)
3. A sequence of steps in the correct order
  - Numbers can be used to show first, second, third, and so on.
  - Words such as now, next, and after this can be used

**2** Chronological transition signals

| Transition Signals |               |            | Subordinators |       | Others                |
|--------------------|---------------|------------|---------------|-------|-----------------------|
| First,             | First of all, | Soon,      | After         | Since | The first step ...    |
| Second,            | After that,   | Gradually, | As            | Until | In the second step... |
| Next,              | Finally       | meanwhile  | As soon as    | When  | On the third day...   |
| Now                | last          |            | before        | while | During the night...   |
| then               |               |            |               |       |                       |

Figure 43: Written Cycle Unit 2 *Let's pay attention* (5)Table 41: Elements in Written Cycle Unit 2 *Let's pay attention* (5)

| No. | Element        | Function                                                                                                    |
|-----|----------------|-------------------------------------------------------------------------------------------------------------|
| 1.  | Scrolling note | It presents some note in the scrolling text box, so students can scroll up and down to read the whole note. |
| 2.  | Learning note  | It presents the learning note.                                                                              |

Figure 44: Written Cycle Unit 2 *Let's pay attention* (6)Table 42: Elements in Written Cycle Unit 2 *Let's pay attention* (6)

| No. | Element                       | Function                                                                                                                           |
|-----|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Text example                  | It presents the example of the text type in the unit.                                                                              |
| 2.  | Text structure label          | It labels the structure of the text.                                                                                               |
| 3.  | Highlighted language features | It highlights the language features in the text and gives more description while the mouse pointer is located in the certain area. |

c) Let's practice

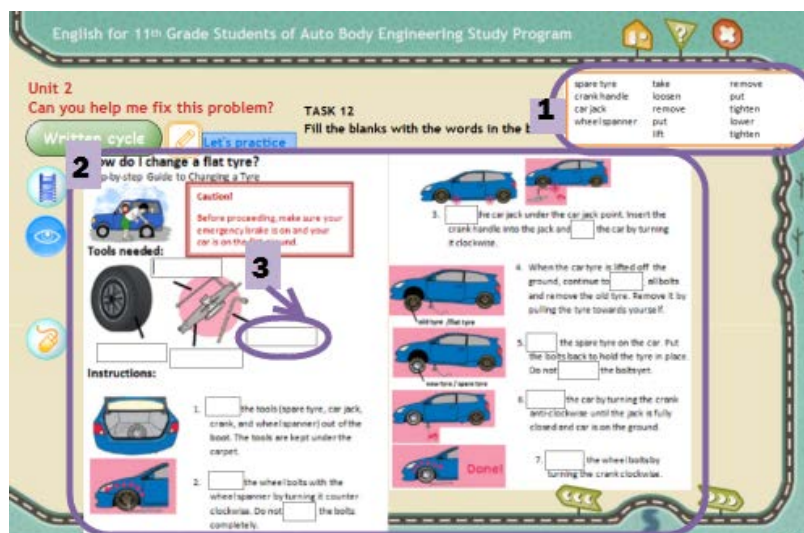
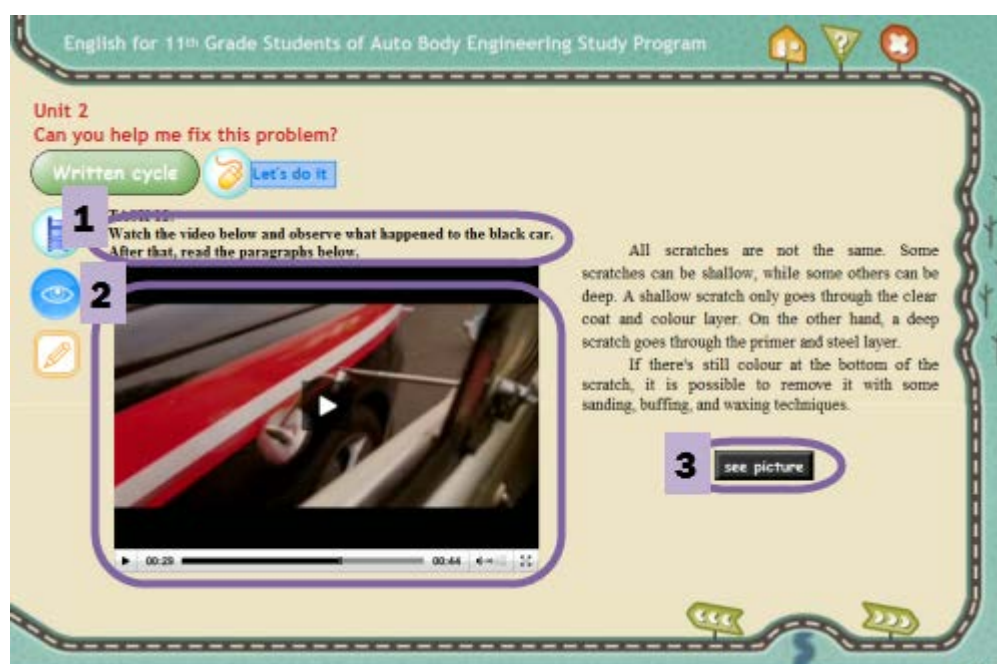
Figure 45: Written Cycle Unit 2 *Let's practice* (1)

Table 43: Elements in Written Cycle Unit 2 *Let's practice* (1)

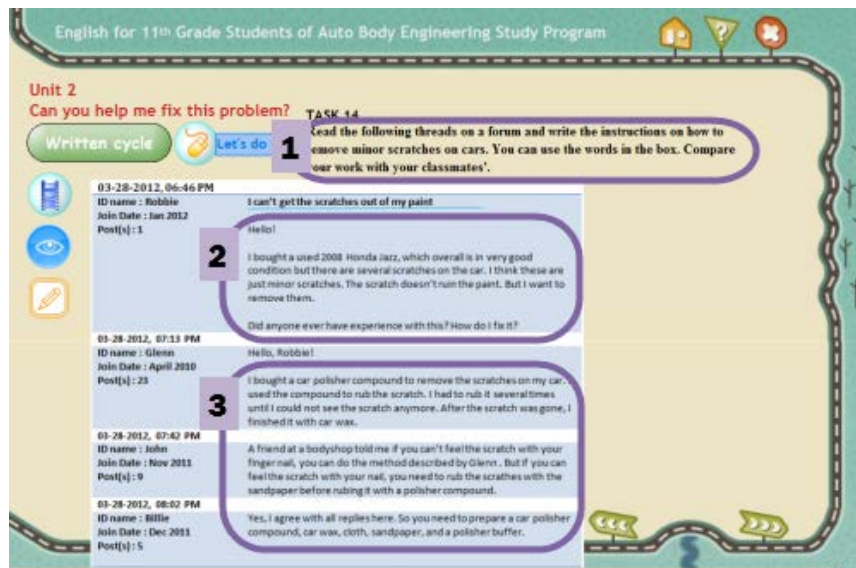
| No. | Element      | Function                                                          |
|-----|--------------|-------------------------------------------------------------------|
| 1.  | Options box  | It shows the word options to fill in the text.                    |
| 2.  | Cloze text   | It shows the text with some blanks to fill in.                    |
| 3.  | Answer field | It provides a space in which the students can write their answer. |

d) Let's do it

Figure 46: Written Cycle Unit 2 *Let's do it* (1)Table 44: Elements in Written Cycle Unit 2 *Let's do it* (1)

| No. | Element           | Function                                                                                                                                                                                                |
|-----|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Video player      | It provides the students with a video player. It can play, pause, forward, and rewind the video. The students can change the screen into the full screen. They can also adjust the volume of the video. |
| 2.  | Task introduction | It introduces the theme of the task and explains some points about it.                                                                                                                                  |
| 3.  | Picture button    | It shows the picture to give students a visual input related to the task introduction.                                                                                                                  |



Figure 47: Written Cycle Unit 2 *Let's do it* (2)Table 45: Elements in Written Cycle Unit 2 *Let's do it* (2)

| No. | Element          | Function                                                                                    |
|-----|------------------|---------------------------------------------------------------------------------------------|
| 1.  | Task instruction | It shows the instruction in the task to tell students what they have to do during the task. |
| 2.  | Forum topic      | It presents the topic of the post posed by a forum member.                                  |
| 3.  | Forum comment    | It presents the comments given by other members.                                            |

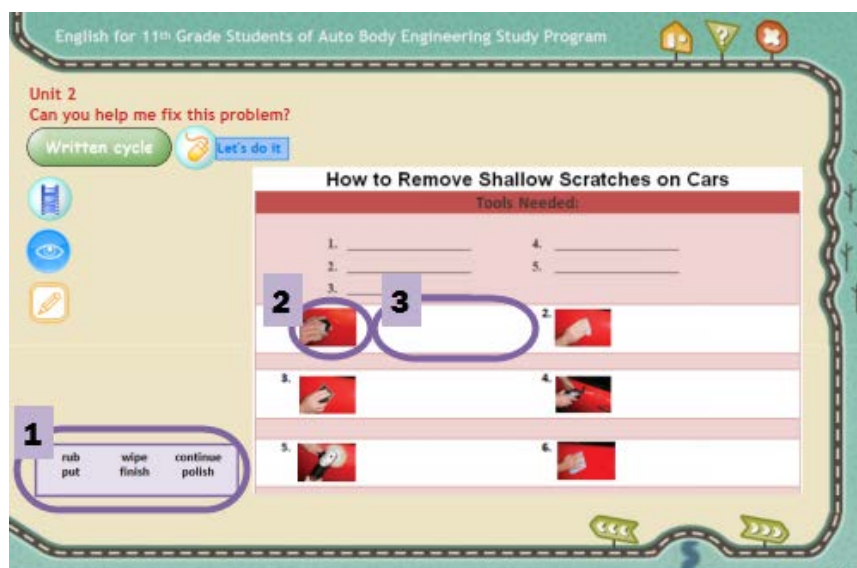
Figure 48: Written Cycle Unit 2 *Let's do it* (3)

Table 46: Elements in Written Cycle Unit 2 *Let's do it* (3)

| No. | Element      | Function                                                                                                                                                |
|-----|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Option box   | It shows the word options to fill in the text.                                                                                                          |
| 2.  | Picture      | It provides the students with visual input in the form of steps used in removing a scratch on the car. The input helps students to accomplish the task. |
| 3.  | Answer field | It provides a space in which the students can write their answer.                                                                                       |

#### D. Evaluation

During the evaluation phase, the interactive learning multimedia was evaluated through the expert judgment. Two experts evaluated this learning multimedia in terms of its content and multimedia. The content expert evaluated the materials in this interactive learning multimedia., while the media expert evaluated the components of this interactive learning multimedia.

##### 1. Content Expert

##### a) Grammatical mistakes in terms of the use of articles

The content expert suggested correcting the grammar in terms of the use of articles in the materials.

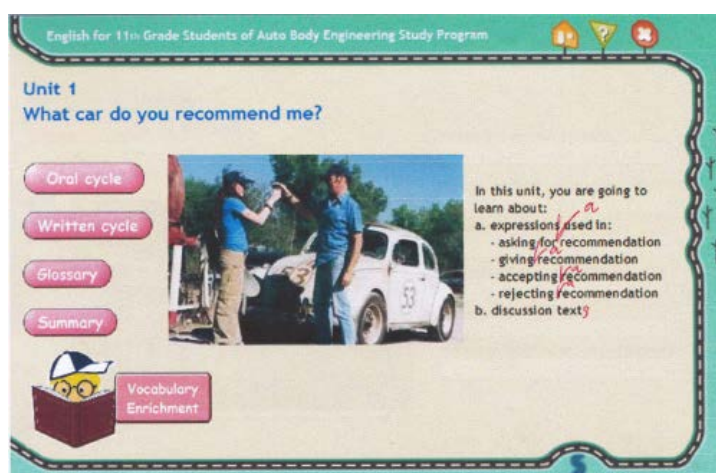


Figure 49: Expert Judgment Result (1)

In Figure 49, there should be an article before the noun “recommendation”. The content expert suggested to add the article “a” before the noun “recommendation”. The sentence was then corrected into “In this unit, you are going to learn about asking for a recommendation, giving a recommendation, accepting a recommendation, and rejecting a recommendation.”

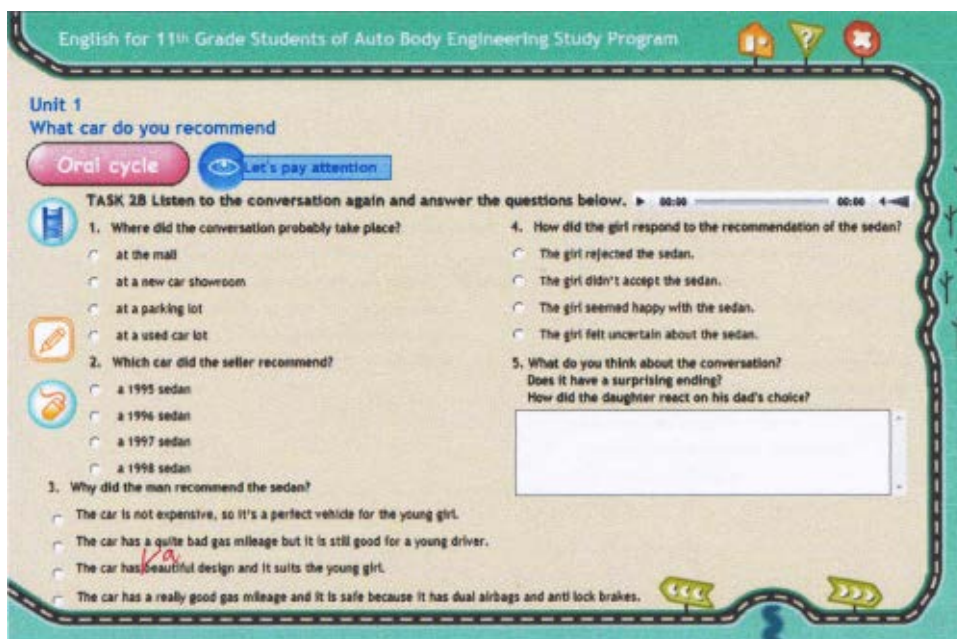


Figure 50: Expert Judgment Result (2)

In Figure 50, there should be an article before the phrase “beautiful design”. The content expert suggested to add the article “a” before the phrase “beautiful design”. The sentence was then corrected into “The car has a beautiful design and it suits the young girl.”


English for 11th Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this

Written cycle

Task 1  
Let's begin

Watch the movie clip below and observe what happens in the garage. Based on the video, choose whether the statements below are True or False. Put a tick (✓) on the right column.



1. The scene took place in a showroom.  
☐ True  
☒ False

2. The scene took place in a garage.  
☒ True  
☐ False

3. The girl came with many damages on the car.  
☐ True  
☒ False

4. The car was in bad condition.  
☐ True  
☒ False

5. The repairman used a hammer and dolly to fix the dent on the car.  
☐ True  
☒ False

6. The repairman used a spray gun to paint the body of the car.  
☐ True  
☒ False

7. The car still used the old tyre.  
☐ True  
☒ False

8. The repairman gave the car a new license.  
☐ True  
☒ False

Vocabulary

Figure 51: Expert Judgment Result (3)

In Figure 51, there should be an article before the phrase “bad condition”. The content expert suggested to add the article “a” before the phrase “bad condition”. The sentence was then corrected into “The car was in a bad condition.”

English for 11th Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle

Task 10  
Let's do it

Complete the dialogues below with appropriate expressions in asking for help. Look at the example. Then, perform it with a partner.

*The students*

Students of Auto Body Repair Engineering Study program are having a practicum on the car body painting. Aries is making a mixture for the paint and he needs someone to prepare the tools, such as the spray gun and the mask. He asks Tio to find the tools at the storage room.

Aries : \_\_\_\_\_

Tio : Sure, I'll take the tools now.

Aries : Thanks.

1 2 3 4 5

Figure 52: Expert Judgment Result (4)



In Figure 52, there should be an article before the phrase “students of Auto Body Repair Engineering Study Program”. The content expert suggested to add the article “the” before this phrase because the students refer to specific students. The sentence was then corrected into “The students of Auto Body Repair Engineering Study Program are having a practicum on the car body painting.”

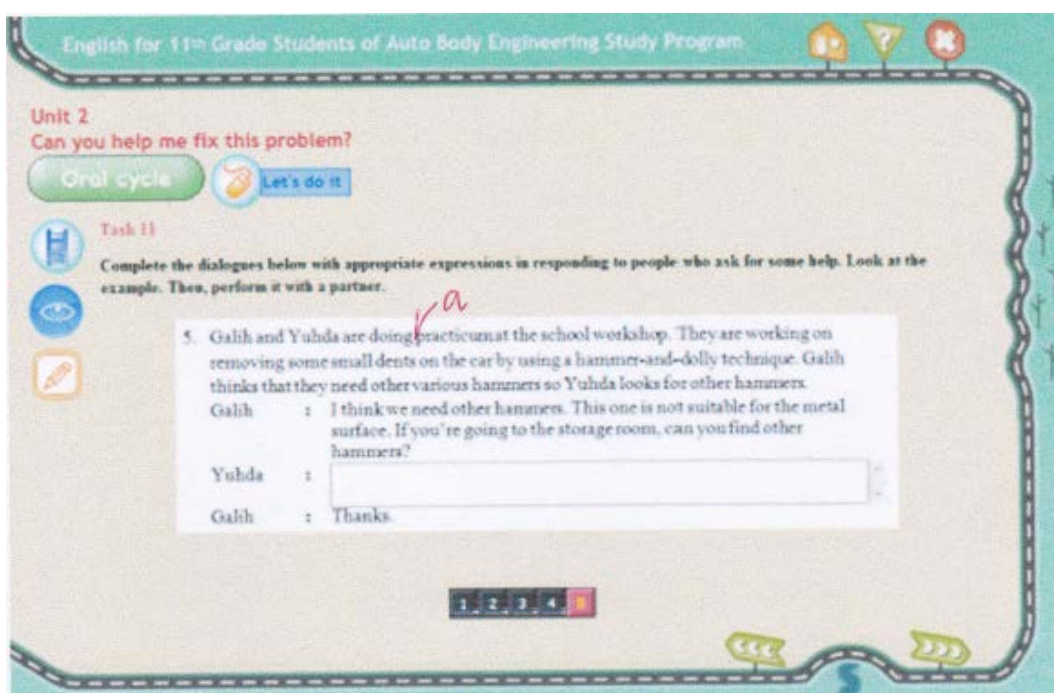


Figure 53: Expert Judgment Result (5)

In Figure 53, there should be an article before the noun “practicum”. The content expert suggested to add the article “a” before the noun “practicum”. The sentence was then corrected into “Galih and Yuhda are doing a practicum at the school workshop.”

b) Grammatical mistakes in terms of the use of pronouns

The content expert suggested correcting the grammar in terms of the use of pronouns in the materials. In Figure 54, the pronoun “it” should be changed into “they” because the pronoun “they” represents the reference to the left doors which are in plural form. Besides that, the pronoun “these” is used to refer to plural objects too. The first correction is “Unfortunately, they need to be replaces with the new ones.” The second correction is “I know my car has many dents because of the accident. But I’d really be glad if you could repair these.” The third correction is “So they need to be replaced by the new ones.”

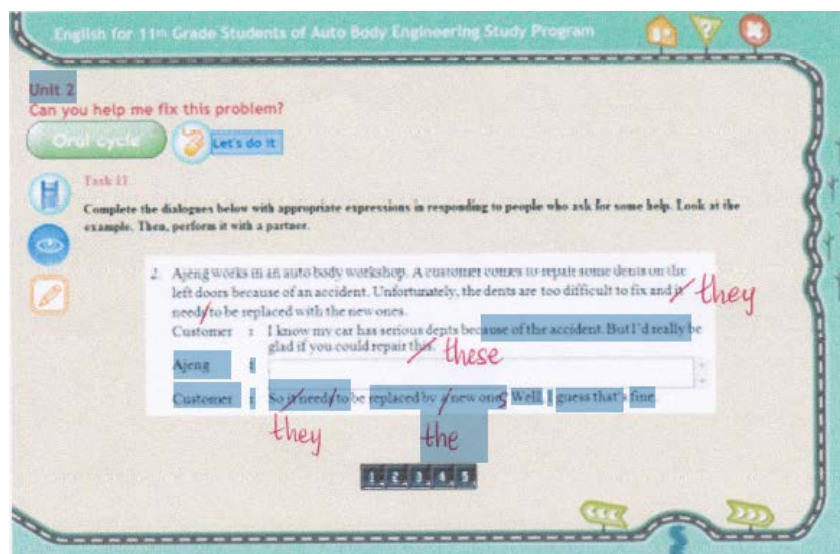


Figure 54: Expert Judgment Result (6)

c) Grammatical mistakes in terms of the use of prepositions

The content expert suggested correcting the grammar in terms of the use of prepositions in the materials.

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's practice

**TASK 7**  
Listen to several short dialogues below. Fill the blank with the dialogue you hear. After you fill all the blanks, discuss your answers with a partner. Practice the dialogue together with good intonation and pronunciation.

1. ▶ 00:00 00:00 ◀

A: I am planning to buy a car for my son's birthday.  
B: \_\_\_\_\_?  
A: It's a popular car for a young driver.  
B: \_\_\_\_\_.  
A: I think he will like it.

2. ▶ 00:00 00:00 ◀

A: My brother is thinking to modify his car.  
B: \_\_\_\_\_?  
A: It's a \_\_\_\_\_.  
B: \_\_\_\_\_.  
A: I would paint it metallic blue.  
B: Wow! \_\_\_\_\_.

3. ▶ 00:00 00:00 ◀

A: I think I need a car to run my business well.  
B: \_\_\_\_\_ any suitable car for me?  
A: Yes, \_\_\_\_\_ for keeping goods.  
B: There are some options: pick-up cars, double cabin cars, or vans.  
A: \_\_\_\_\_ a pick-up car.

4. ▶ 00:00 00:00 ◀

A: Hey! What happened?  
B: I drove the car this morning and a motorcycle hit the side door.  
A: It has a \_\_\_\_\_ now.  
B: Oh, that's terrible. I should go to an auto repair shop?  
A: \_\_\_\_\_ there, I think. It seems to be just a shallow scratch.  
B: Look at that! It doesn't ruin the paint.  
A: So \_\_\_\_\_?  
B: Get some polisher compound! It can remove the scratch.  
A: Alright. I'll get it soon.

Figure 55: Expert Judgment Result (7)

In Figure 55 and 56, there should be a preposition after the verb “fill”. The content expert suggested to add the article “in” after the verb “fill”. The sentences were then corrected into “Fill in the blank with the dialogue you hear.”, “After you fill in all the blanks, discuss your answers with a partner.”, and “Fill in the table below with the information that you get from the dealer.”

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's do it

**Buyer 2**  
You want to buy a used car.  
Call a used car dealer. Tell him/ her that you are looking for a sports car.  
You prefer soft colour.

Fill the table below with the information that you get from the dealer.

| No.                      | Brand | Type | Year | Condition | Price |
|--------------------------|-------|------|------|-----------|-------|
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |

Figure 56: Expert Judgment Result (8)

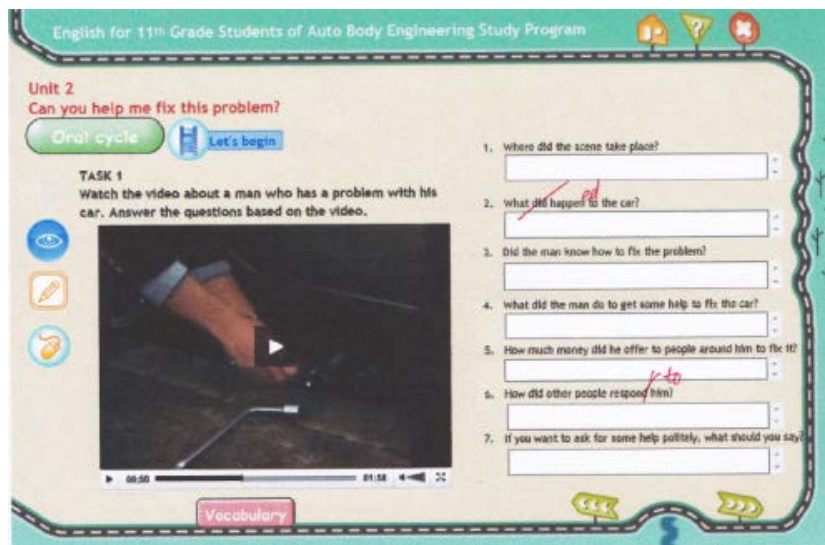


Figure 57: Expert Judgment Result (9)

In Figure 57, there should be a preposition after the verb “respond”. The content expert suggested to add the preposition “to” after the verb “respond”. The sentence was then corrected into “How did other people respond to him?”

d) Grammatical mistakes in terms of the sentence patterns

The content expert suggested correcting the grammar in terms of the sentence patterns in the materials.

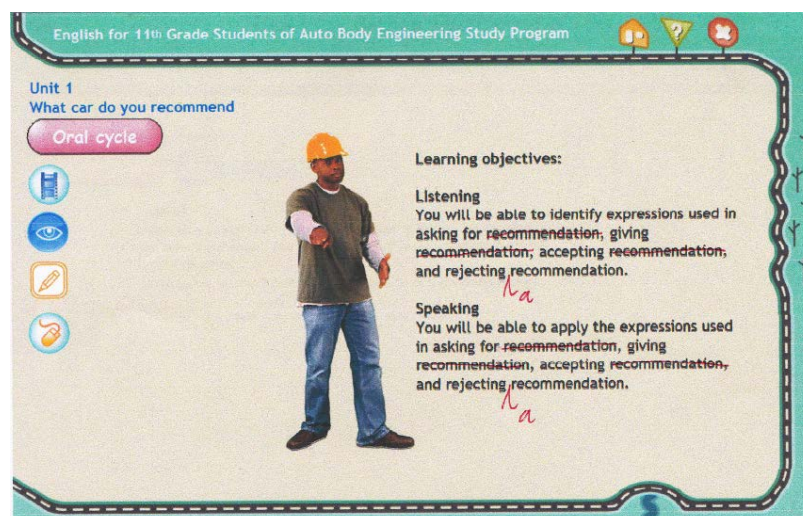


Figure 58: Expert Judgment Result (10)



In Figure 58, the sentences are not constructed effectively. The content expert suggested to reduce some repetitions of the word “recommendation”. The sentence was then corrected into “You will be able to identify expressions used in asking for, giving, accepting, and rejecting a recommendation.”

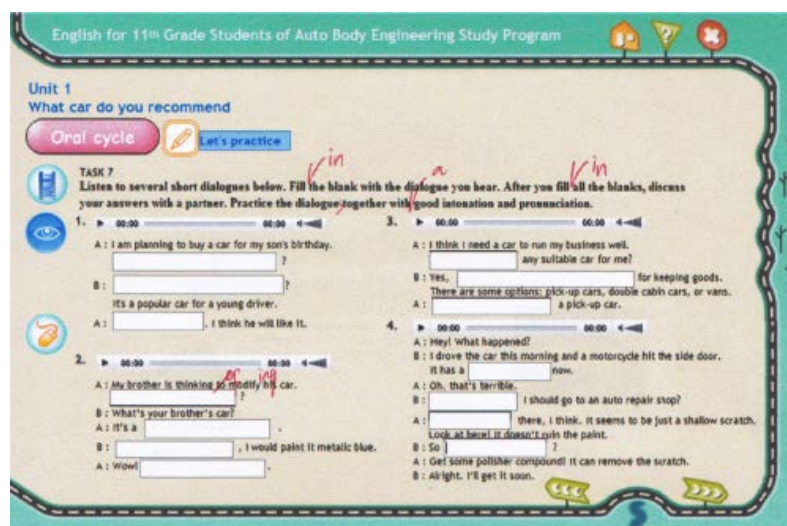


Figure 59: Expert Judgment Result (11)

In Figure 59, the sentence is not constructed well. The content expert suggested to change the sentence into “My brother is thinking of modifying his car.”

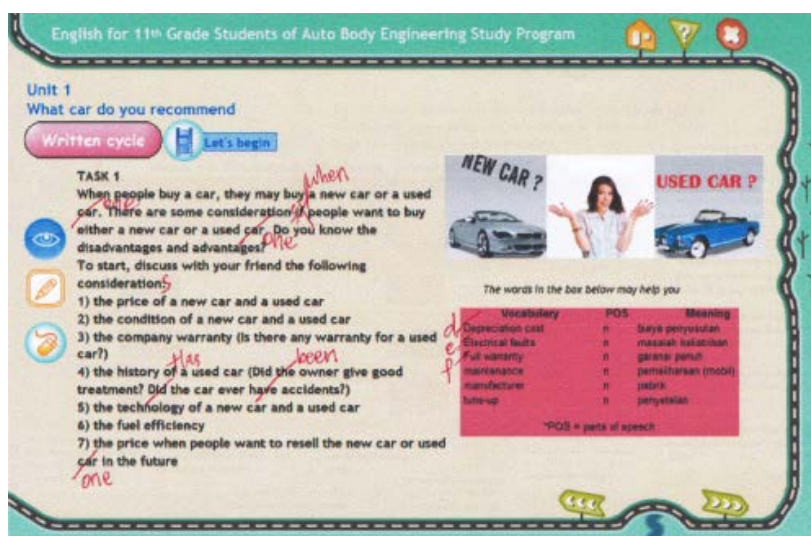


Figure 60: Expert Judgment Result (12)

In Figure 60, the sentence is not grammatically correct so the content expert suggested to change it into “Has the car ever been in accidents?”

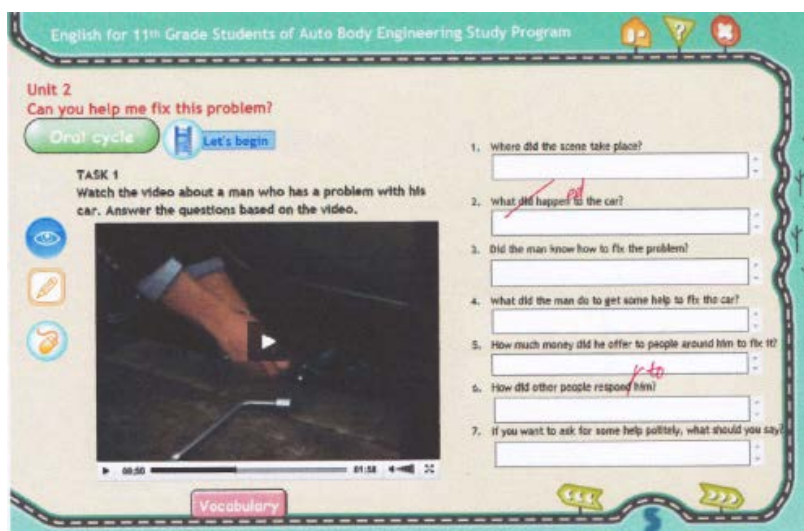


Figure 61: Expert Judgment Result (13)

In Figure 61, the researcher made a mistake in constructing a sentence “What did happen to the car?”. The content expert corrected the sentence into “What happen?” because the question was asking about the subject of the sentence. In this case, we use the verb in the correct tense without an auxiliary “What happened?”

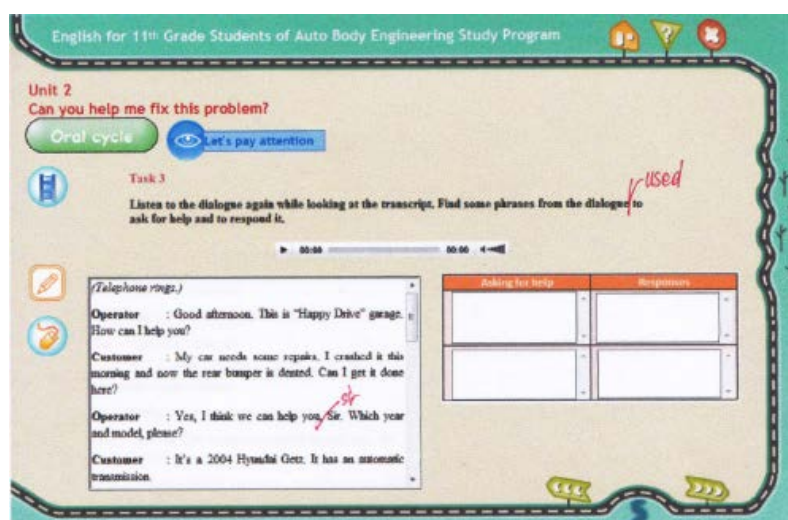


Figure 62: Expert Judgment Result (14)

In Figure 62, the content expert suggested to add the word “used” in the sentence so that the sentence can convey its meaning in a better way. The corrected sentence is “Find some phrases from the dialogue used to ask for help and to respond to it.”

e) Grammatical mistakes in terms of the use of singular and plural forms

The content expert suggested correcting the grammar in terms of the use of singular and plural forms.

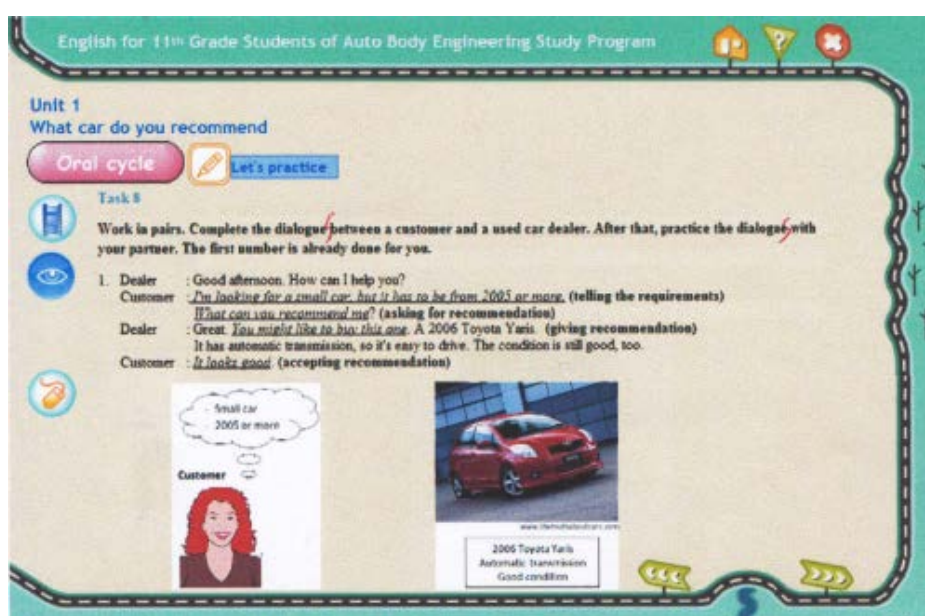


Figure 63: Expert Judgment Result (15)

In Figure 63, the content expert made a correction on the use of plural forms in the task instruction. The corrected sentence is “Complete the dialogues between a customer and a used car dealer.”

f) Misspelling

The content expert suggested correcting the spelling in the materials. In Figure 64, the researched misspelled the word “below”.



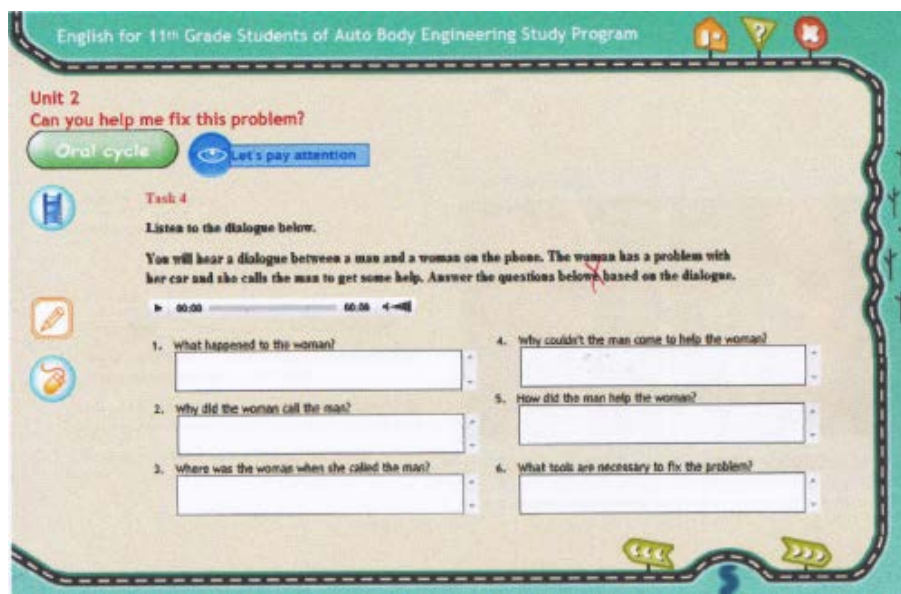


Figure 64: Expert Judgment Result (16)

## g) Punctuation

The content expert suggested correcting the punctuation in the materials. In Figure 65 and 66, comma “,” is added before the word “too” which means “also”. The corrected sentences are “Dinda asks him to get it for her, too.” and “People buy cars based on their own needs and sometimes personality, too.”

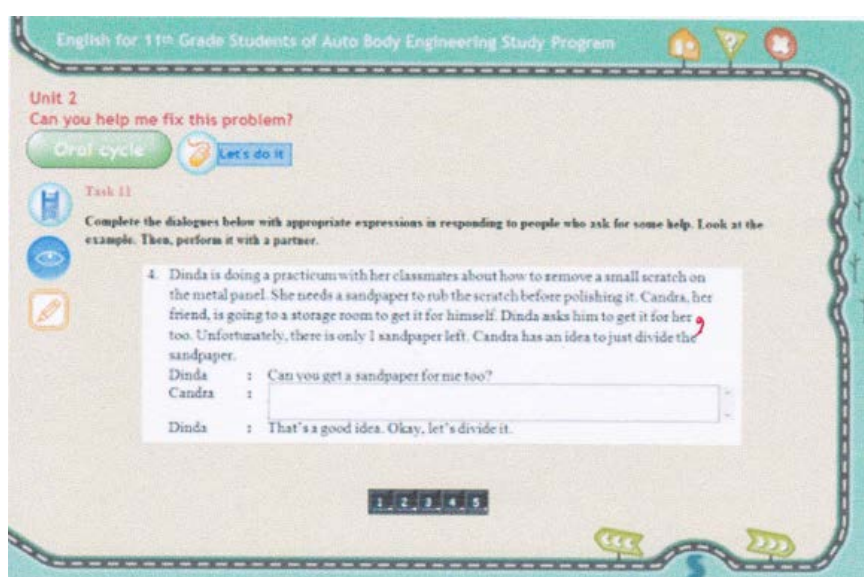


Figure 65: Expert Judgment Result (17)



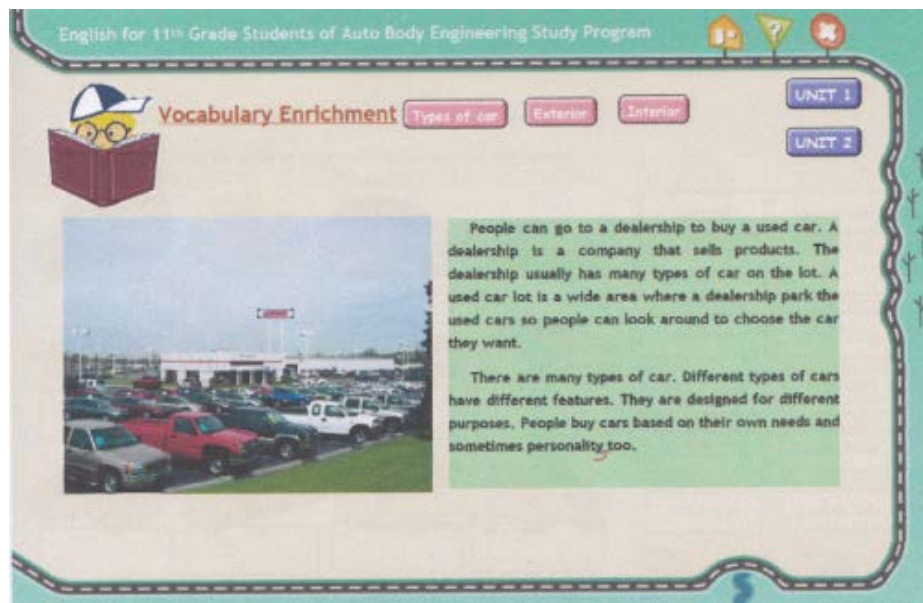


Figure 66: Expert Judgment Result (18)

## h) Capitalization

The content expert suggested correcting the use of capitalization in the materials.

English for 11th Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend me?

Oral cycle  
Written cycle  
Glossary  
Summary

| No. | Vocabulary                          | Pronunciation (audio) | Parts of Speech | Meaning                                                      |
|-----|-------------------------------------|-----------------------|-----------------|--------------------------------------------------------------|
| 1.  | Auto repair shop                    | ● ● ●                 | N               | Bengkel perbaikan mobil                                      |
| 2.  | Automatic transmission              | ●                     | N               | Transmisi otomatis                                           |
| 3.  | Cargo area                          | ● ●                   | N               | Bagasi                                                       |
| 4.  | Crank handle                        | ● ●                   | N               | Engkol                                                       |
| 5.  | Dealership                          | ●                     | N               | Perusahaan penjualan                                         |
| 6.  | Demonstrator car (demo car)         | ● ●                   | N               | Mobil demo                                                   |
| 7.  | Dent                                | ●                     | N               | Penyok                                                       |
| 8.  | Garage                              | ●                     | N               | Bengkel, garasi                                              |
| 9.  | lot (ex: parking lot, used car lot) | ●                     | N               | Lahan, (contoh: lahan parkir, lahan penyimpanan mobil bekas) |
| 10. | Manual transmission                 | ●                     | N               | Transmisi manual                                             |

not capitalized

Figure 67: Expert Judgment Result (19)

In Figure 67, every word in the vocabulary list is supposed with lowercase letters.

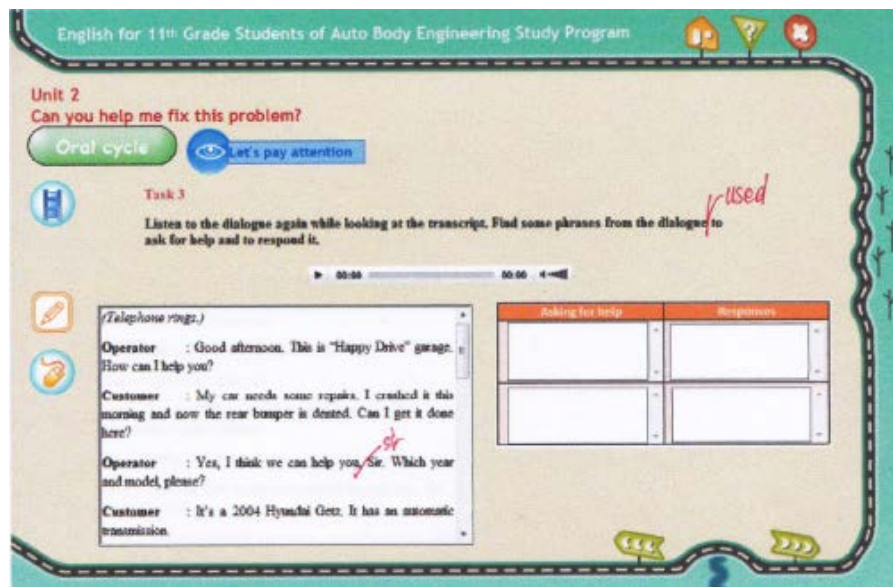


Figure 68: Expert Judgment Result (20)

In Figure 68, the word “sir” is supposed to be with lowercase “s” because it is used as a formal and polite way of speaking to a man. On the other hand, the “Sir” with capitalized “S” means a title for a man with a high rank in the society.

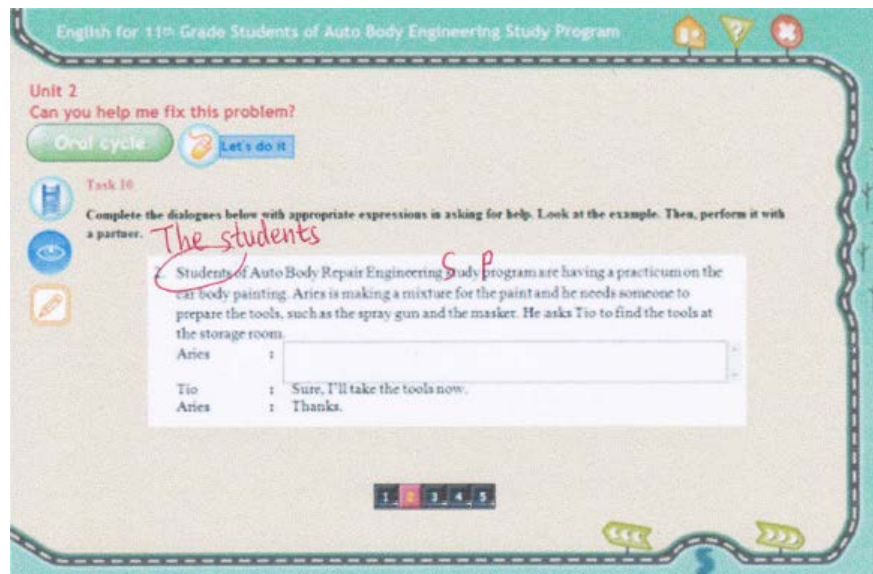


Figure 69: Expert Judgment Result (21)

In Figure 69, the “Study Program” should be capitalized each word.

## i) Missing words

The content expert suggested adding some missing words in the materials to convey the meaning well.

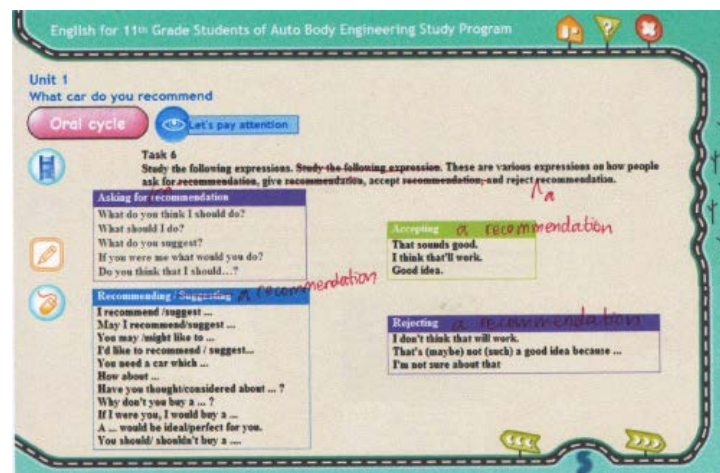


Figure 70: Expert Judgment Result (22)

In Figure 70, the content expert found a missing word in the titles of the table. It was then corrected into “Giving a recommendation”, “Accepting a recommendation”, and “Rejecting a recommendation”.

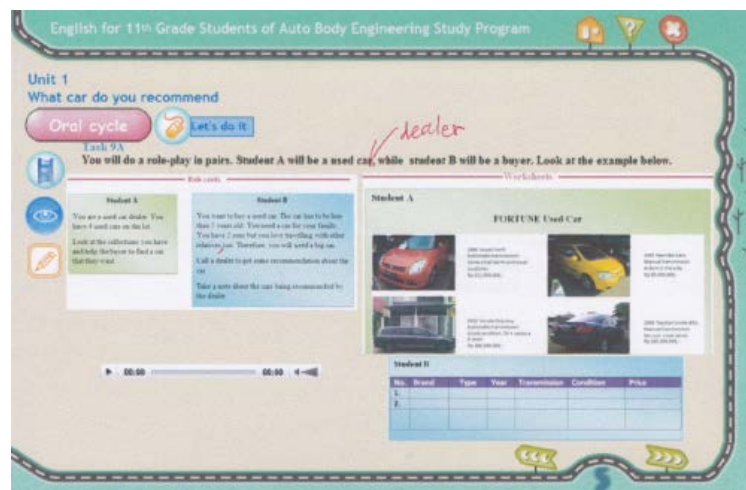


Figure 71: Expert Judgment Result (23)

In Figure 71, the content expert found a missing word in the sentence. The missing word was “dealer” in the phrase “used car dealer”.



## j) Word choices

The content expert suggested correcting the word choices in the materials to convey the meaning well. In Figure 72, the word “takes notes” is changed into “completes”. In Figure 73, the word “practice” is changed into “practicum”.

English for 11th Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Task 9B  
Listen to the conversation example between a used car dealer and customer. The transcript is provided below.

Oral cycle  
Let's do it

Dealer: Hello. This is Fortune Used Car. How may I help you?  
Buyer: Hello. I'm looking for a used car.  
Dealer: Alright, madam. What type of car are you looking for?  
Buyer: Hmm... I want a car which are less than 5 years old.  
Dealer: Let me see what we have here. Oh, I'd like to

Student A  
FORTUNE Used Car

After listening to the recommendation from the dealer (student A), the buyer (student B) takes notes on the table below:

Student B

| No. | Brand          | Type    | Year | Transmission | Condition                            | Price            |
|-----|----------------|---------|------|--------------|--------------------------------------|------------------|
| 1.  | Honda Odyssey  | Minivan | 2010 | Automatic    | Good condition, TV + camera, 8 seats | Rp 365.000.000,- |
| 2.  | Toyota Corolla | Sedan   | 2008 | Manual       | No rust, small dents                 | Rp 165.000.000,- |

*completes*

Figure 72: Expert Judgment Result (24)

English for 11th Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  
Let's do it

Task 10  
Complete the dialogues below with appropriate expressions in asking for help. Look at the example. Then, perform it with a partner.

4. Tiara will have a *practice* examination next month. She will have to demonstrate how to straighten a damaged metal panel by using a hammer-and-dolly technique. She wants to ask Wibi, her senior, to teach her how to do it well.

Tiara:

Wibi: OK, I'll be free on Friday afternoon. I think we can use the school workshop to practice there.

Tiara: Thank you so much. Yes, I've already got some permission from Mr. Bagus to use the school workshop.

*or practicum?*

Figure 73: Expert Judgment Result (25)

k) More semi-guided activities

The content expert suggested adding more semi-guided activities if it is possible.

2. Media Expert

a) Grammatical mistakes

The media expert suggested correcting the grammar in the materials. In Figure 74, a grammatical mistake is found. The corrected sentence is “Why does the dealer recommend another car?”

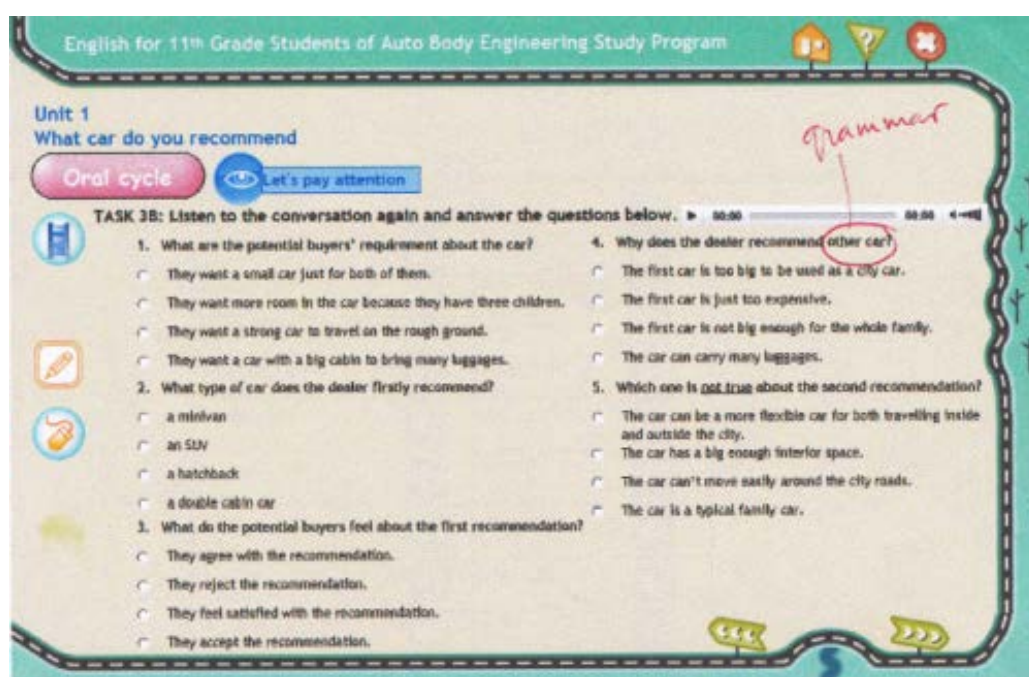


Figure 74: Expert Judgment Result (26)

## b) Punctuation mistakes

The media expert suggested correcting the punctuation in the materials. In Figure 75, a comma “,” is used to represent price. Instead of “Rp 120.000.000”, the price should be written as “Rp 120,000,000”.

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's do it

You are a used car dealer. The name of your dealership is 'Manitoba Used Car Dealer'.  
You have 8 used cars on the lot. Look at the list below and help the buyer to find a car they want.

|                                                                                               |                                                                                                           |                                                                                          |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <p>2005 Suzuki Escudo<br/>Manual transmission<br/>A bit of rust<br/>Rp 120.000.000,-</p>      | <p>2011 Nissan Juke<br/>Automatic transmission<br/>Good condition<br/>Rp 185.000.000,-</p>                | <p>2007 Mazda 3<br/>Automatic transmission<br/>Some small dents<br/>Rp 128.000.000,-</p> |
| <p>2008 Honda Jazz<br/>Automatic transmission<br/>A dent in the side<br/>Rp 175.000.000,-</p> |                                                                                                           | <p>2010 Suzuki APV<br/>Manual transmission<br/>Small dents<br/>Rp 125.000.000,-</p>      |
| <p>2009 Honda CRV<br/>Automatic transmission<br/>A bit of rust<br/>Rp 153.000.000,-</p>       | <p>2013 Toyota Hilux<br/>Double Cabin<br/>Manual transmission<br/>Good condition<br/>Rp 145.000.000,-</p> | <p>2008 Honda City<br/>Manual transmission<br/>Good condition<br/>Rp 147.000.000,-</p>   |

Comments:

Rp 120,000,000  
→ commas

Figure 75: Expert Judgment Result (27)

## c) Missing words

The media expert suggested adding some missing words in the materials to convey the meaning well. In Figure 76, the missing word was “dealer” in the phrase “used car dealer”.



English for 11th Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  
Let's do it

Task 9A  
You will do a role-play in pairs. Student A will be a used car dealer, while student B will be a buyer. Look at the example below.

Role cards

Student A  
You are a used car dealer. You have 4 used cars on the lot. Look at the collections you have and help the buyer to find a car that they want.

Student B  
You want to buy a used car. The car has to be less than 5 years old. You need a car for your family. You have 2 sons but you love travelling with other relatives too. Therefore, you will need a big car. Call a dealer to get some recommendation about the car. Take a note about the cars being recommended by the dealer.

Worksheets

Student A  
FORTUNE Used Car

2004 Hyundai Accent  
Automatic transmission  
Air conditioning, power windows, power door locks, and power windows.  
\$12,500,000

2004 Hyundai Accent  
Manual transmission  
Air conditioning, power windows, power door locks, and power windows.  
\$12,500,000

2004 Hyundai Accent  
Manual transmission  
Air conditioning, power windows, power door locks, and power windows.  
\$12,500,000

2004 Hyundai Accent  
Manual transmission  
Air conditioning, power windows, power door locks, and power windows.  
\$12,500,000

Student B

| No. | Brand | Type | Year | Transmission | Condition | Price |
|-----|-------|------|------|--------------|-----------|-------|
| 1.  |       |      |      |              |           |       |
| 2.  |       |      |      |              |           |       |

00:30 00:30

*dealer?*

Figure 76: Expert Judgment Result (28)

## d) Word choices

The media expert suggested correcting the word choices in the materials to convey the meaning well. In Figure 77, the word “engine” is better than “machine” to mention a part of the car.

English for 11th Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  
Let's practice

5. Dealer : Good morning, sir. May I help you?  
Customer :  
Dealer : (telling the requirements)  
Customer : (giving recommendation)  
Dealer : It has been modified into a sporty car. This car has good machine for driving in high speed.  
Customer : (accepting recommendation)

Driving in high speed  
Sporty car

Customer

2003 Toyota Soluna  
Sporty modification  
Sporty exterior and interior  
Good machine  
Drive in high speed

Comments:

*machine vs. engine*

Figure 77: Expert Judgment Result (29)

e) Indonesian translation for each new word in the glossary section

The media expert suggested adding the english explanation for each new word in the glossary section. In Figure 78, the meaning is shown in Indonesian language only. Students can learn better if they are also provided with English definitions.

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend me?

Oral cycle  
Written cycle  
Glossary  
Summary

| No. | Vocabulary                          | Pronunciation (audio) | Parts of Speech | Meaning                                                      |
|-----|-------------------------------------|-----------------------|-----------------|--------------------------------------------------------------|
| 1.  | Auto repair shop                    | ⓐ ⓑ ⓓ                 | N               | Bengkel perbaikan mobil                                      |
| 2.  | Automatic transmission              | ⓐ                     | N               | Transmisi otomatis                                           |
| 3.  | Cargo area                          | ⓐ ⓑ                   | N               | Bagasi                                                       |
| 4.  | Crank handle                        | ⓐ ⓑ                   | N               | Engkol                                                       |
| 5.  | Dealership                          | ⓐ                     | N               | Perusahaan penjualan                                         |
| 6.  | Demonstrator car (demo car)         | ⓐ ⓑ                   | N               | Mobil demo                                                   |
| 7.  | Dent                                | ⓐ                     | N               | Penyok                                                       |
| 8.  | Garage                              | ⓐ                     | N               | Bengkel, garasi                                              |
| 9.  | lot (ex: parking lot, used car lot) | ⓐ                     | N               | Lahan, (contoh: lahan parkir, lahan penyimpanan mobil bekas) |
| 10. | Manual transmission                 | ⓐ                     | N               | Transmisi manual                                             |

Figure 78: Expert Judgment Result (30)

f) The number of pictures on a screen

The media expert suggested reducing the number of pictures on a screen and changing it with a more representative one . In Figure 79, 2 pictures are used to represent the title of the interactive learning multimedia.



Figure 79: Expert Judgment Result (31)



g) The size and variation of fonts

The media expert commented that some fonts in the multimedia are too small and there were many variations of font types and sizes for the same activities in the other unit. There must be consistency for the font types and sizes. Figure 80 shows that some font sizes are too small to read.

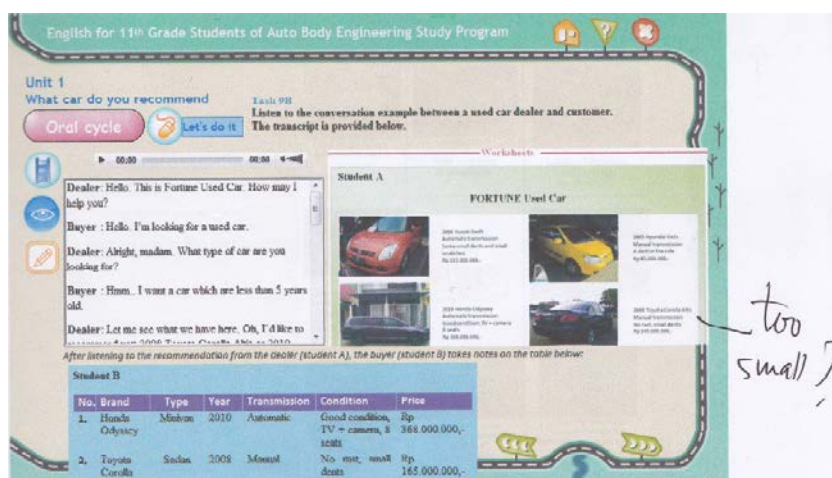


Figure 80: Expert Judgment Result (32)

h) Navigation

Figure 81 shows that the audio player is not clearly seen. It was suggested to change the audio player so the button for playing, repeating, stopping, forwarding, and rewinding can be easily operated for the users.

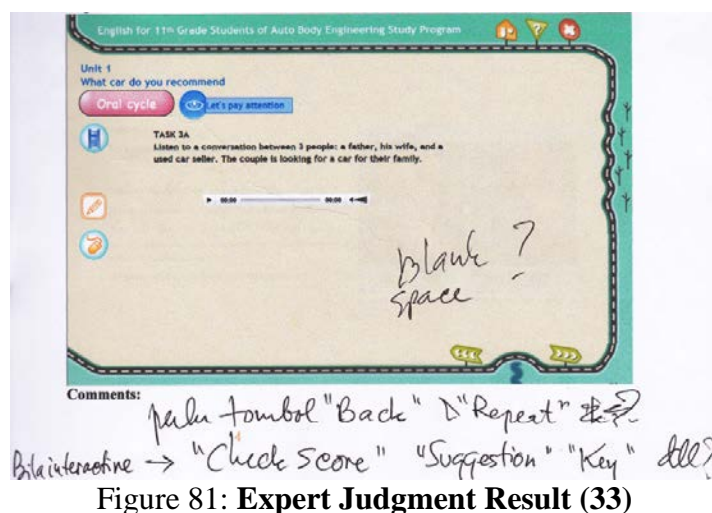


Figure 81: Expert Judgment Result (33)

### i) Feedback

The media expert suggested adding some feedbacks on the learning multimedia. Figure 82 shows that some responses or feedbacks are needed after the users or students do some task. This is one of the interactivity points.

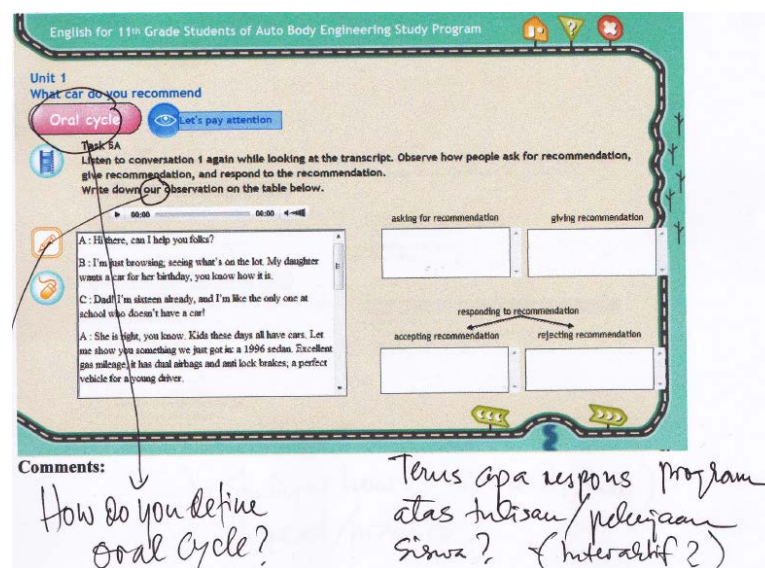


Figure 82: Expert Judgment Result (34)

### j) Interactivity

The media expert proposed two questions related to the interactivity of the multimedia project. The first question is about the definition of “interactive” and the second one is in what way the multimedia is interactive.

### k) Written activities in the oral cycle

The media expert suggested revising the tasks that can represent the goals of every cycle. Oral cycle should have tasks that give more opportunities for students to practice their listening and speaking skills. Figure 83 shows that the kind of activity in this cycle is not in line with the objectives of the cycle.

Oral ? In what way is it oral?

Page 14 Unit 1 Section Oral Cycle-Let's practice

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's practice

TASK 7  
Listen to several short dialogues below. Fill the blank with the dialogue you hear. After you fill all the blanks, discuss your answers with a partner. Practice the dialogue together with good intonation and pronunciation.

1. ▶ 00:00 00:00 ◀

A: I am planning to buy a car for my son's birthday.  
B: \_\_\_\_\_?  
A: \_\_\_\_\_?  
B: \_\_\_\_\_?  
A: \_\_\_\_\_, I think he will like it.

2. ▶ 00:00 00:00 ◀

A: My brother is thinking to modify his car.  
B: \_\_\_\_\_?  
A: It's a \_\_\_\_\_.  
B: \_\_\_\_\_, I would paint it metallic blue.  
A: Wow! \_\_\_\_\_.

3. ▶ 00:00 00:00 ◀

A: I think I need a car to run my business well.  
B: \_\_\_\_\_ any suitable car for me?  
A: Yes, \_\_\_\_\_ for keeping goods.  
There are some options: pick-up cars, double cabin cars, or vans.  
A: \_\_\_\_\_ a pick-up car.

4. ▶ 00:00 00:00 ◀

A: Hey! What happened?  
B: I drove the car this morning and a motorcycle hit the side door.  
It has a \_\_\_\_\_ now.  
A: Oh, that's terrible.  
B: \_\_\_\_\_ I should go to an auto repair shop?  
A: \_\_\_\_\_ there, I think. It seems to be just a shallow scratch.  
Look at here! It doesn't ruin the paint.  
B: So \_\_\_\_\_?  
A: Get some polisher compound! It can remove the scratch.  
B: Alright. I'll get it soon.

Figure 83: Expert Judgment Result (35)

## 1) Activities to study the expressions

The media expert suggested adding activities for students to study the expressions presented in every unit. The activities can be in the form of listening, repeating, or practicing the expressions. Figure 84 shows that there is no activity given to the students to study the expressions.

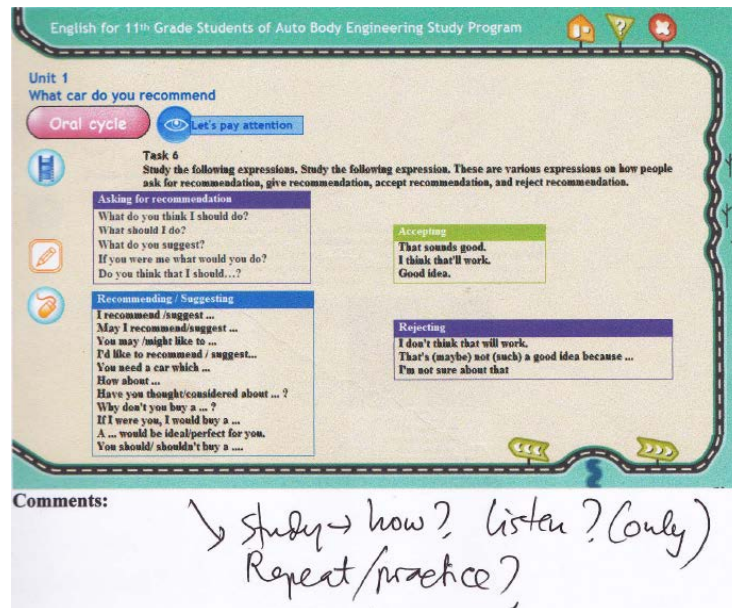


Figure 84: Expert Judgment Result (36)

m) The pictures are not clear enough. For the pictures of external and interior , the parts being pointed with the mouse should be outlined with red color to make it clear. Figure 85 shows how the label is shown up, but it doesn't point out the part clearly.

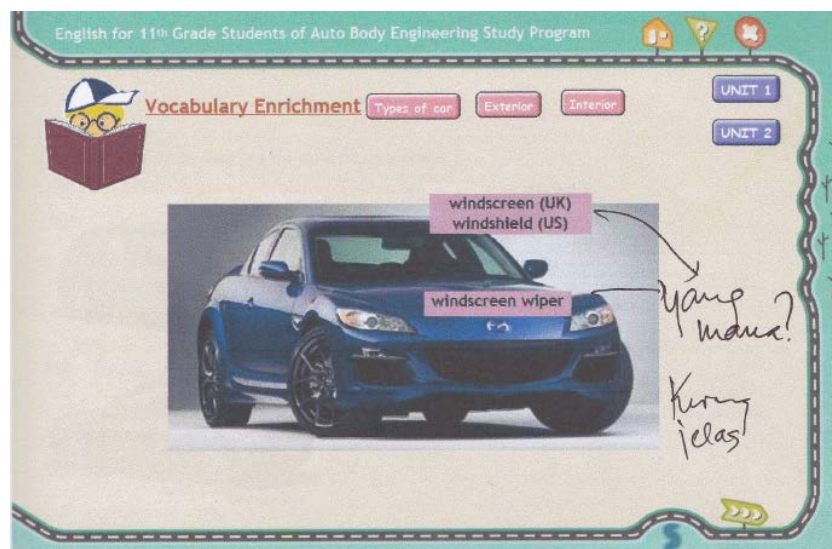


Figure 85: Expert Judgment Result (37)



- n) The numbering or coding of the pictures used in the matching activities

The media expert suggested giving numbers or codes on the pictures used in the matching activities. Figure 86 shows that the pictures and answers are not provided with numbers or codes.

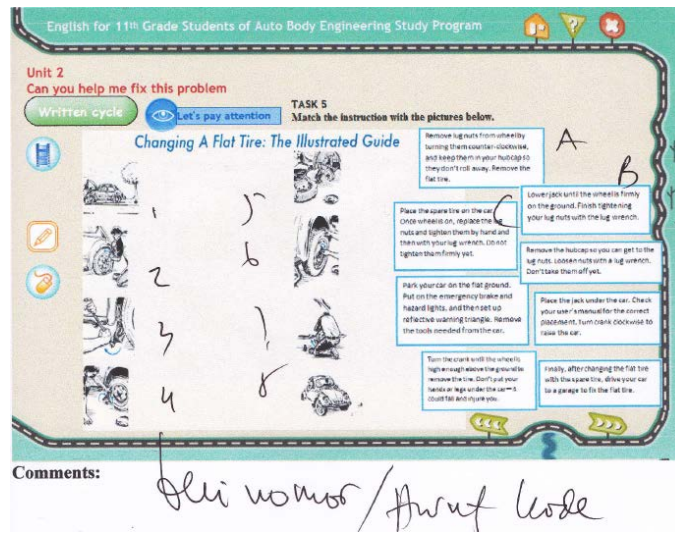


Figure 86: Expert Judgment Result (38)

- o) Blank space

The media expert suggesting adding some pictures on the blank space. Figure 87 shows that there is some blank space on the screen. This space is supposed to be used to show some pictures for students' input while working on the task.

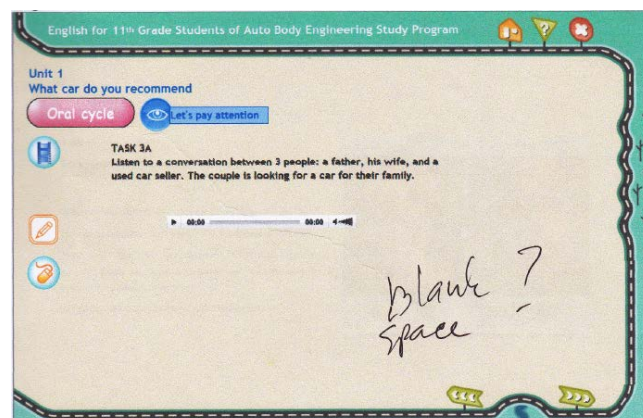


Figure 87: Expert Judgment Result (39)

p) Spacing

The media expert suggested giving a space for task number and task instruction. Figure 88 shows that the task number and task instruction are shown in the same line. By giving a vertical space between them, the users or students may be able to see them better.

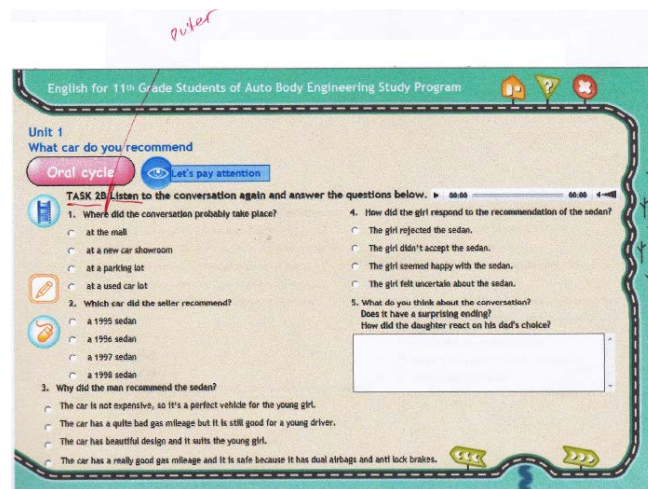


Figure 88: Expert Judgment Result (40)

q) Information about the sources of the pictures and texts

The media expert suggested giving information about the sources of the pictures and texts to acknowledge the copyrights. Figure 89 shows that there is no information about the sources of the pictures.



Figure 89: Expert Judgment Result (41)

### E. The Revised Interactive Learning Multimedia

The title screen of the first draft had two pictures that showed some works in the field of Auto Body Repair Engineering. It was considered unnecessary to put two pictures at the same time in the title screen. In this second draft, the researcher chose another pic that can represent the field better in just one picture as shown in Figure 91. The picture shows two technicians working in an auto body repair shop to repair some parts of a car's body. The link to the picture's source is also added to acknowledge its copyright.



Figure 90: The Title Screen in the First Draft



Figure 91: The Title Screen in the Second Draft

Figure 92 shows the home screen in the second draft. A title of “Main Menu” was added to show the users that the learning multimedia consists of two units which were written as hyperlinks.

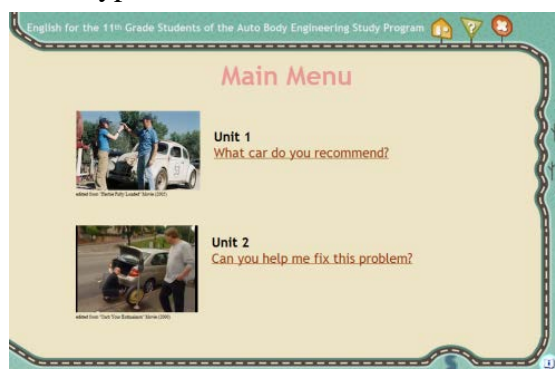
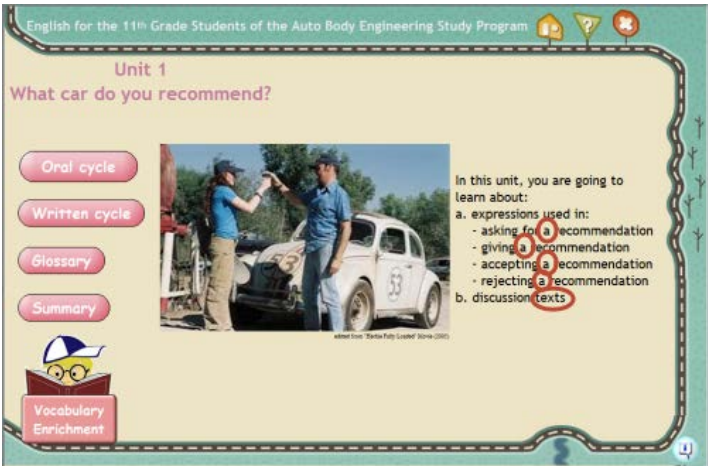


Figure 92: The Home Screen in the Second Draft

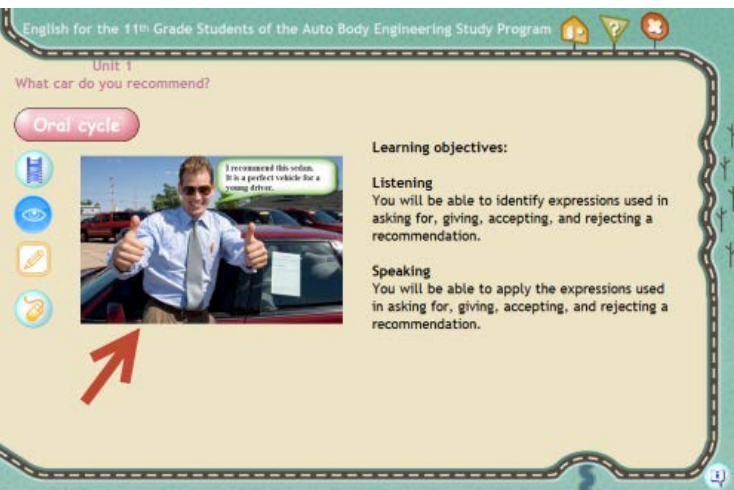
## 1. Unit 1

Table 47: Unit 1 – Menu Screen in the Second Draft

|                                                                                                                                                                                                  |                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <p>The researcher corrected the grammar in terms of the use of article “a” and plural forms in the learning objectives.</p> <p>The source of picture was added to acknowledge the copyright.</p> |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

### a) Unit 1 – Oral Cycle

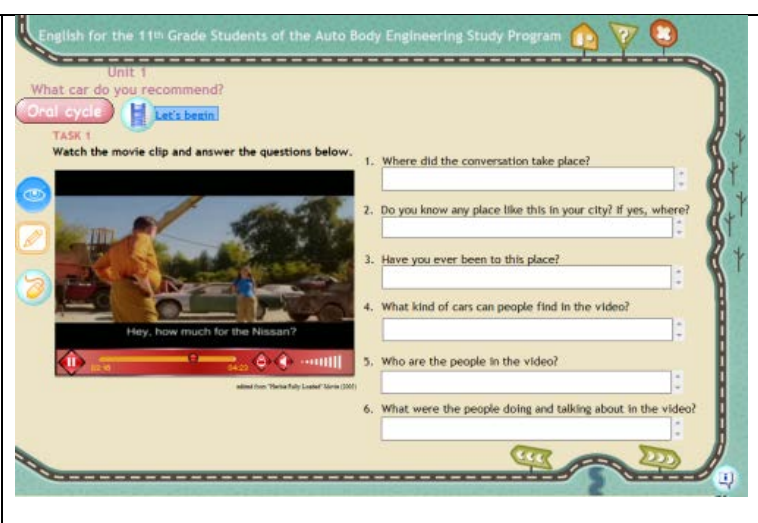
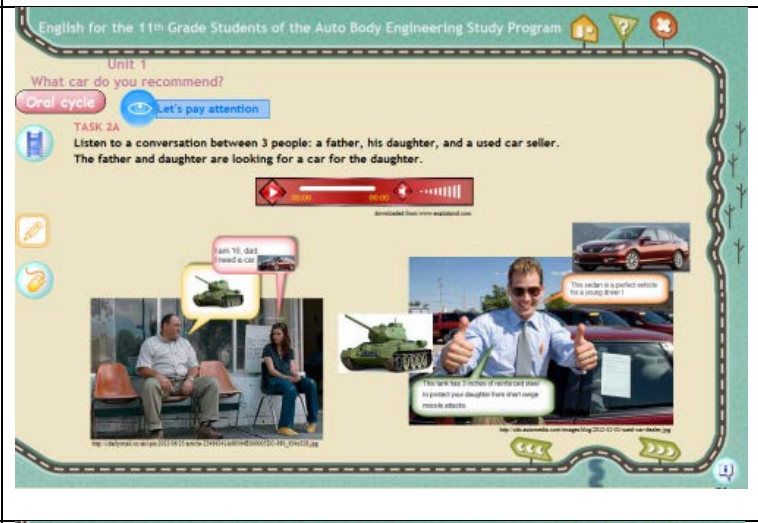
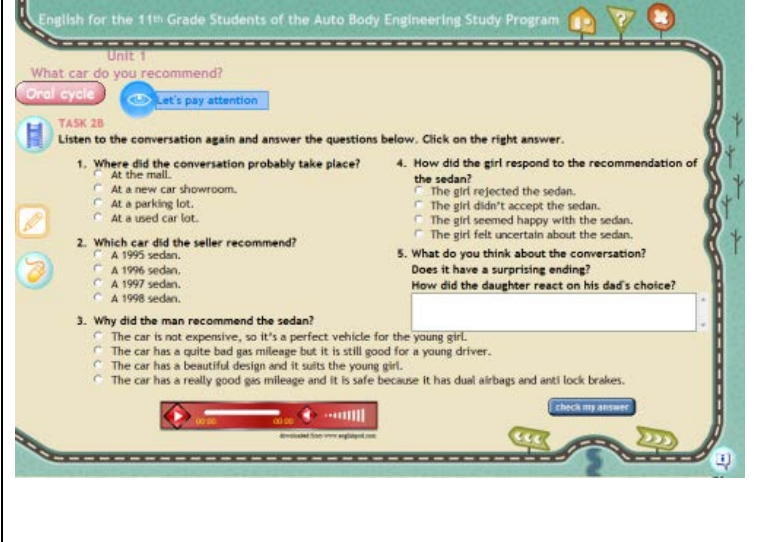
Table 48: Unit 1 – Oral Cycle in the Second Draft

|                                                                                                                                                                                                                                                |                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>A new picture for the oral cycle menu screen was added to represent the theme of this cycle. The picture shows a man giving a recommendation about a car. It represents the language function that is going to be learned in the cycle.</p> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|

(continued)

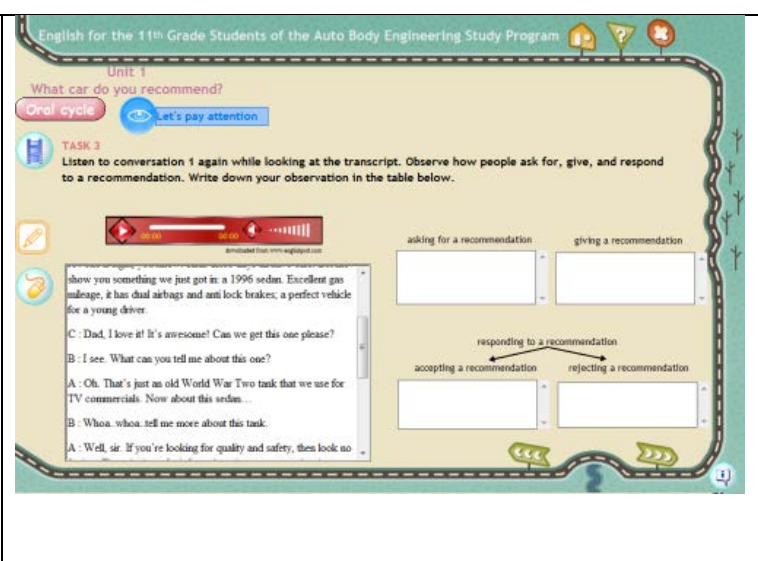
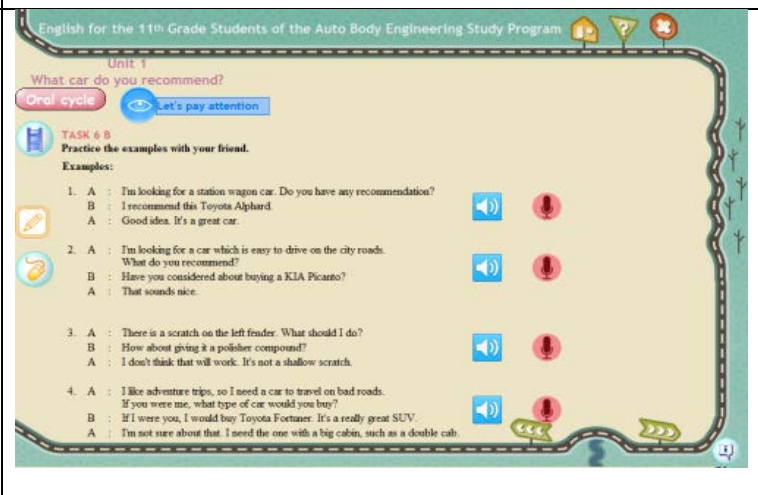
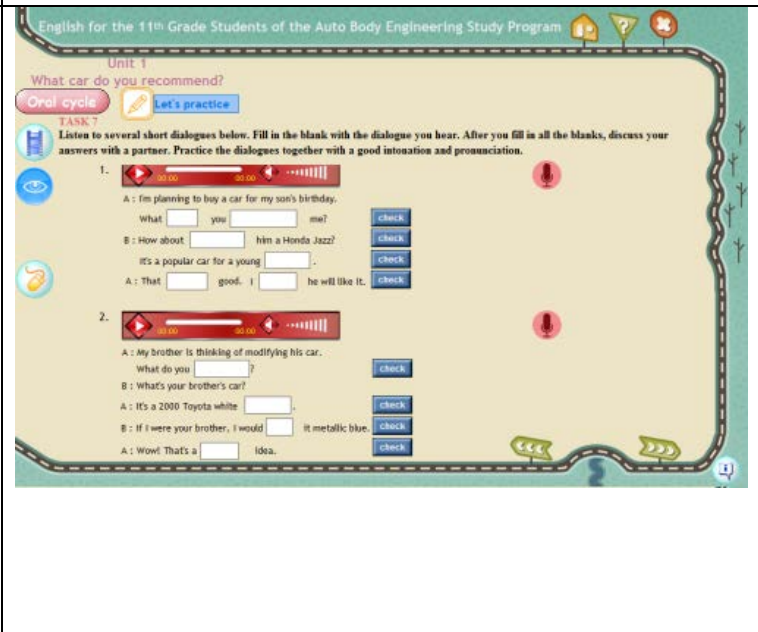


(continued)

|                                                                                                                                                                                                                                                                  |                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>The video player skin was modified into the one with more features. It can play, pause, stop, rewind, and forward the video. It can also adjust the volume and the screen into the full screen option.</p>                                                    |    |
| <p>The audio player skin was modified. It can play, pause, stop, rewind, and forward the audio. It can also adjust the volume. Some pictures of the characters and their speech bubbles were added to make the students ready before listening to the audio.</p> |   |
| <p>A button “Check my answer” was added to get the incorrect/correct feedback. If the students answer the question right, a tick (✓) will be shown up. If the students answer it wrong, a cross (✗) will be shown up.</p>                                        |  |

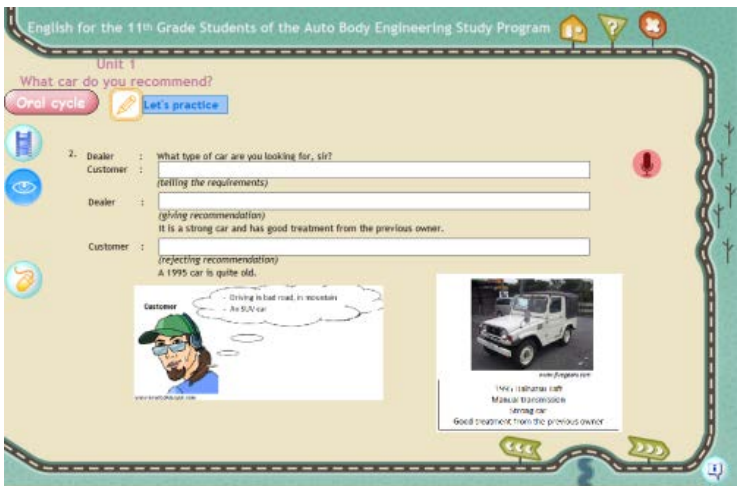
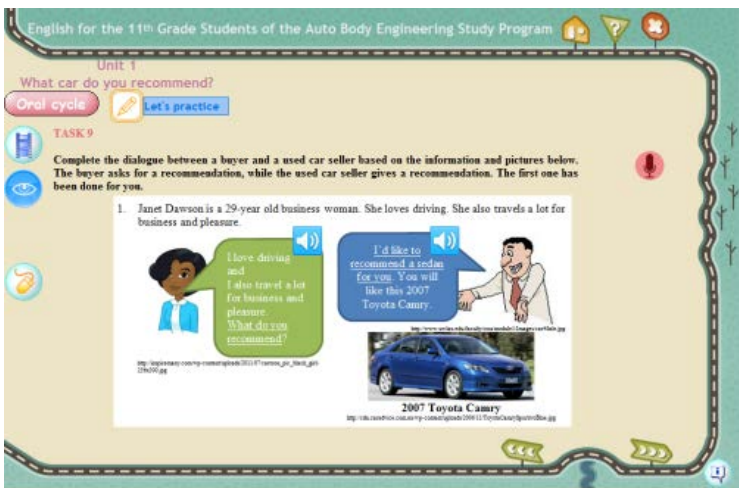
(continued)

(continued)

|                                                                                                                                                                                                                                                                                                                                 |                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>The audio player was changed. The grammar in terms of the use of determiner and uncountable plural form was corrected. A feedback was also given to the students after filling the table. The feedback is in the form of small pop-up window saying “Thank you”.</p>                                                         |    |
| <p>Some examples of expressions used in asking for, giving, and responding to a recommendation were added. Students can practice the expressions by listening to the audio and recording their own voices and then playing it back.</p>                                                                                         |   |
| <p>The grammar in terms of the sentence pattern and the use of article and preposition was corrected. The audio player was also modified and the “check” button was added in every line of the dialogue. If the students answer the question right, a tick ( ✓ ) will be shown up. If the students answer it wrong, a cross</p> |  |

(continued)

(continued)

|                                                                                                                                                                                                                                                                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>(X) will be shown up. The record button was also added in the task.</p>                                                                                                                                                                                                                                                          |                                                                                      |
| <p>The use of small letter to write “sir” was corrected. The record button was added in the task so the students can practice by recording their voices and playing it back again later. After finishing filling the blank dialogue, students will be given a feedback in the form of a small pop-up window saying “Thank you”.</p> |    |
| <p>A new semi-guided task were added in the learning multimedia. The students are asked to fill in the speech bubbles. The first number has been done as an example. An audio button was also added next to the bubbles to give examples to the students. They can record their voices</p>                                          |  |

(continued)



(continued)

with the “record” button.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

2. Sandra and Toby Reed have two small children. They like to go hiking, camping, and fishing.

We have two small children. We like to go hiking, camping, and fishing.

You need a double cabin car which has 4 seats and a very big space in the trunk for all your adventure equipments.



2005 Mitsubishi Strada  
Rp 100,000,000

A new semi-guided task was added. Students will listen to some dialogues between a buyer and a used car dealer. While listening to the dialogues, students are to complete the table with the information they get from the dialogues.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

**TASK 11**

Listen to the dialogue between a used car seller and a buyer. The used car seller recommends a car and the buyer asks some information related to the car. Fill the table below based on the information you get from the dialogue. The first one has been done for you.

| No. | Brand  | Type             | Year | Transmission                                                                     | Condition                                                                                          | Price          |
|-----|--------|------------------|------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------|
| 1.  | Toyota | Avanza (minivan) | 2006 | <input type="checkbox"/> manual<br><input checked="" type="checkbox"/> automatic | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch | Rp 100,000,000 |
| 2.  |        |                  |      | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic            | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch |                |
| 3.  |        |                  |      | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic            | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch |                |
| 4.  |        |                  |      | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic            | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch |                |
| 5.  |        |                  |      | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic            | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch |                |

The font size was modified so the students can read it better.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's do it

**TASK 12 A**

You will do a role-play in pairs. Student A will be a used car dealer, while student B will be a buyer. Look at the example below.





**Role cards**

**Student A**  
You are a used car dealer. You have 4 cars on the lot. Look at the collection you have available. Be honest to find a car that they want.

**Student B**  
You want to buy a used car. The car has to be less than 5 years old. You need a car for your family. You have 2 sons but you love travelling with other relatives, too. Therefore, you will need a big car. Take a note about the cars being recommended by the dealer.

**Workbooks**

**FORNITE Used Car**

|                                                                                     |                                                                                                       |                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  | 2005 Suzuki Swift<br>Automatic transmission<br>Some small dents and small scratches<br>Rp 120,000,000 |  | 2005 Hyundai Getz<br>Manual transmission<br>A dent in the side<br>Rp 85,000,000      |
|  | 2005 Honda City<br>Automatic transmission<br>Good condition, TV + camera<br>Rp 140,000,000            |  | 2005 Toyota Corolla<br>Manual transmission<br>No dent, small dents<br>Rp 105,000,000 |

**Student B**

| No. | Brand | Type | Year | Transmission | Condition | Price |
|-----|-------|------|------|--------------|-----------|-------|
| 1.  |       |      |      |              |           |       |
| 2.  |       |      |      |              |           |       |

(continued)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1

What car do you recommend?

Oral cycle

Let's do it

TASK 13

Work in pairs. Student A will be the dealer and student B will be the buyer.  
Look at the worksheet for your own role while doing the role-play.

Click here if you are the dealer.


Click here if you are the buyer.

**Dealer**



<http://www.honda.com/global/Research.com/data/managing/eng/101-100-071>  
Auto Loan Dealership - Dealer Car Salesman - USA.jpg

**Buyer**



<http://www.foxnews.com/auto/2013/04/04/2013-ford-cougar-4-cyl-4cyl-2013>  
JDM04 2013 04 Copy of 4- 040808.jpg

English for the 11th Grade Students of the Auto Body Engineering Systems Program

Unit 1

What car do you recommend?










Oral cycle

Let's do it

You are a used car dealer. The name of your dealership is Dragon Used Car Dealer'. You have 8 used cars on the lot.

Look at the list below and help the buyer to find a car they want.

The buyer will call you here--> Phone Lines

|                                                                                                                                                                                      |                                                                                                                                                                              |                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>2009 Toyota Avenza<br/>Manual transmission<br/>Some rust<br/>Rp 327.000.000,-</p>              |  <p>2010 Mazda 2<br/>Automatic transmission<br/>Some small dents<br/>Rp 425.000.000,-</p> |  <p>2007 Toyota Camry<br/>Automatic transmission<br/>Good condition<br/>Rp 220.000.000,-</p>                 |
|  <p>2011 Ford Fiesta<br/>Manual transmission<br/>Some small dents<br/>Rp 348.000.000,-</p>        |  <p>DRAGON<br/>USED CAR DEALER</p>                                                       |  <p>2005 Mazda RX-8<br/>Manual transmission<br/>Good condition<br/>Rp 340.000.000,-</p>                     |
|  <p>2008 Nissan Grand Livina<br/>Manual transmission<br/>Good condition<br/>Rp 228.000.000,-</p> |  <p>1997 Suzuki Karipa<br/>Manual transmission<br/>Some rust<br/>Rp 75.000.000,-</p>    |  <p>2011 Daihatsu Xenia<br/>Manual transmission<br/>Some rust, a dent in the side<br/>Rp 325.000.000,-</p> |

www.sidianggo.com

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1

What car do you recommend?

Oral cycle

Let's do it



Buyer 1

You want to buy a used car.  
Call a used car dealer. Tell him/ her  
that you are looking for a family car  
which is less than Rp 110,000,000,-

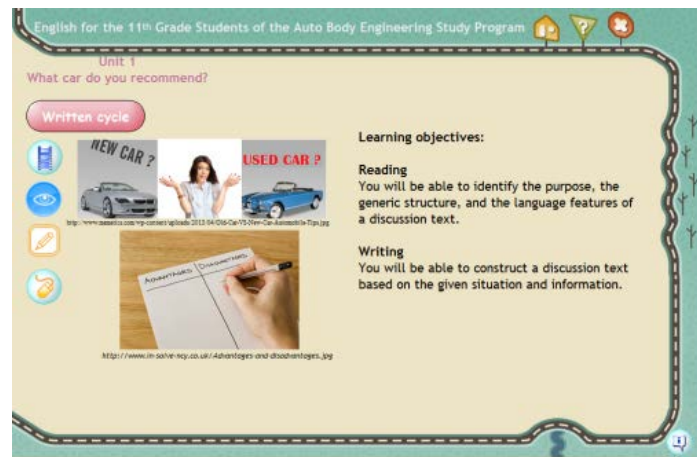
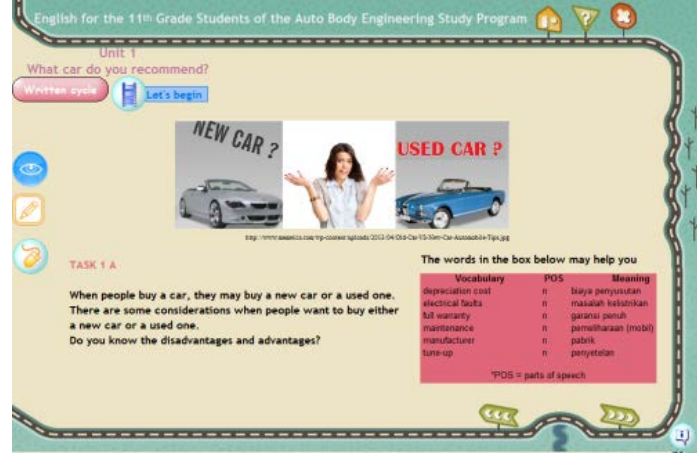
You can call the used car dealer here --> Phone Lines

Fill in the table below with the information that you get from the dealer.

| No.                      | Brand | Type | Year | Condition | Price |
|--------------------------|-------|------|------|-----------|-------|
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |

## b) Unit 1 – Written Cycle

Table 49: Unit 1 – Written Cycle in the Second Draft

| <p>Two new picture for the written cycle menu screen were added to represent the theme of this cycle. The first picture shows a woman considering of buying a new or used car. The second picture shows a list of advantages and disadvantages. These pictures represent a discussion text-type that is going to be learned in the cycle.</p> |  <p>English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program</p> <p>Unit 1<br/>What car do you recommend?</p> <p>Written cycle</p> <p>NEW CAR ? USED CAR ?</p> <p>Advantages Disadvantages</p> <p>Learning objectives:</p> <p>Reading<br/>You will be able to identify the purpose, the generic structure, and the language features of a discussion text.</p> <p>Writing<br/>You will be able to construct a discussion text based on the given situation and information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |     |         |                   |   |                  |                   |   |                |               |   |               |             |   |                   |              |   |          |         |   |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----|---------|-------------------|---|------------------|-------------------|---|----------------|---------------|---|---------------|-------------|---|-------------------|--------------|---|----------|---------|---|------------|
| <p>The picture source link was added to acknowledge its copyright. The correction of grammar in terms of the use of pronouns and plural forms was also made. The use of lower letters in the vocabulary list was also applied.</p>                                                                                                            |  <p>English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program</p> <p>Unit 1<br/>What car do you recommend?</p> <p>Written cycle Let's begin</p> <p>NEW CAR ? USED CAR ?</p> <p>TASK 1 A</p> <p>When people buy a car, they may buy a new car or a used one. There are some considerations when people want to buy either a new car or a used one. Do you know the disadvantages and advantages?</p> <p>The words in the box below may help you</p> <table border="1"> <thead> <tr> <th>Vocabulary</th> <th>POS</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>depreciation cost</td> <td>n</td> <td>biaya penyusutan</td> </tr> <tr> <td>electrical faults</td> <td>n</td> <td>masalah teknis</td> </tr> <tr> <td>full warranty</td> <td>n</td> <td>garansi penuh</td> </tr> <tr> <td>maintenance</td> <td>n</td> <td>perawatan (mobil)</td> </tr> <tr> <td>manufacturer</td> <td>n</td> <td>produsen</td> </tr> <tr> <td>tune-up</td> <td>n</td> <td>penyetelan</td> </tr> </tbody> </table> <p>*POS = parts of speech</p> | Vocabulary        | POS | Meaning | depreciation cost | n | biaya penyusutan | electrical faults | n | masalah teknis | full warranty | n | garansi penuh | maintenance | n | perawatan (mobil) | manufacturer | n | produsen | tune-up | n | penyetelan |
| Vocabulary                                                                                                                                                                                                                                                                                                                                    | POS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meaning           |     |         |                   |   |                  |                   |   |                |               |   |               |             |   |                   |              |   |          |         |   |            |
| depreciation cost                                                                                                                                                                                                                                                                                                                             | n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | biaya penyusutan  |     |         |                   |   |                  |                   |   |                |               |   |               |             |   |                   |              |   |          |         |   |            |
| electrical faults                                                                                                                                                                                                                                                                                                                             | n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | masalah teknis    |     |         |                   |   |                  |                   |   |                |               |   |               |             |   |                   |              |   |          |         |   |            |
| full warranty                                                                                                                                                                                                                                                                                                                                 | n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | garansi penuh     |     |         |                   |   |                  |                   |   |                |               |   |               |             |   |                   |              |   |          |         |   |            |
| maintenance                                                                                                                                                                                                                                                                                                                                   | n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | perawatan (mobil) |     |         |                   |   |                  |                   |   |                |               |   |               |             |   |                   |              |   |          |         |   |            |
| manufacturer                                                                                                                                                                                                                                                                                                                                  | n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | produsen          |     |         |                   |   |                  |                   |   |                |               |   |               |             |   |                   |              |   |          |         |   |            |
| tune-up                                                                                                                                                                                                                                                                                                                                       | n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | penyetelan        |     |         |                   |   |                  |                   |   |                |               |   |               |             |   |                   |              |   |          |         |   |            |

(continued)



(continued)

The correction of grammar in terms of the sentence patterns was made. Some pictures were also added to make the materials more understandable.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's begin

TASK 1 B  
To start, discuss with your friend the following considerations:

- the price of a new car and a used car
- the condition of a new car and a used car?
- the company warranty (Is there any warranty for a used car?)
- the history of the used car (Did the owner give good treatment? Has the car ever been in accidents?)

warranty ?

The correction of grammar in terms of the pronoun was made. Some pictures were also added to make the materials more understandable.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's begin

- the technology of a new car and a used car
- the fuel efficiency
- the price when people want to resell the new car or used one in the future

The drop items were organized in a better way than the previous version. Drop zones were also highlighted with blue lines to show the right position to drag the items to.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

TASK 3  
Based on the text you read, categorize the advantages and disadvantages of buying new cars and used cars. Drag and drop the boxes to the table.

| Buying a new car                                                |                                                                                           | Buying a used car                                                        |                                                                                 |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Advantages                                                      | Disadvantages                                                                             | Advantages                                                               | Disadvantages                                                                   |
| The car will get full warranty from the car company and dealer. | The car may not be worth a half of the first price if the owner decides to sell it later. | The buyer can afford to buy the car because the price is less expensive. | The car may need to get some big maintenance before it can be used comfortably. |
|                                                                 |                                                                                           |                                                                          |                                                                                 |
|                                                                 |                                                                                           |                                                                          |                                                                                 |

The car doesn't have any damage because it never gets involved in any accidents.

The buyer will not need to worry much about the depreciation cost.

The car doesn't have any damage because it never gets involved in any accidents.

The buyer will not need new elements of exterior and interior for the next few years.

The car may be difficult to be fixed at the side of the road, so the owner has to call the dealership for fixing it.

The buyer may have uncertainty about the history of the car, such as bad treatment or accident.

The car may have problems caused by the electricity faults.

The car may have damage on the interior and exterior elements.

(continued)

(continued)

Two buttons of “page 1” and “page 2” were added to show the students that the task is in two pages. Students can access the page by clicking on the button. A footnote on the screen was also added. The footnote is “Put your cursor to the colored words to read the explanation.” Students can explore the language features in the text by dragging the cursor into a certain area.

English for the 11th Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle  
Let's pay attention

TASK 5  
Now let's look at the structure and language features of the previous text.

Introductory paragraph

opinions/arguments for buying a new car

opinions/arguments against buying a new car

There are a lot of questions involved in the process of buying cars. The first and simplest one is probably the most important. Should people buy a new car or a used car? Each year in the UK, the comparison of people buying used cars and people buying new cars is around three to one. There are some advantages and disadvantages of buying new cars versus used cars.

New cars have several advantages. They haven't been in any accidents and have no damage. Therefore, new cars will not need maintenance for the first several thousand miles. Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance items. Besides that, new cars will not need new tires, exhaust system, or brakes during the first few years. Buyers will be given full warranty for at least three years or even longer. The other good reason to buy new cars is the fuel efficiency.

On the other hand, new cars may also bring some disadvantages. It is true that most problems in modern cars is from the electrical faults. These problems are not easily fixed at the side of the road. Another disadvantage is the depreciation cost. If someone buys a new car and after a few years he wants to sell it, the price of the car will be decreased. Few new cars are worth more than half of the first price after three years, while many new cars will be worth only one-third of their first price.

\*Put your cursor to the colored words to read the explanation.

A new task was added.

English for the 11th Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle  
Let's pay attention

TASK 6  
Use the phrases from the box to link arguments and introduce other points of view. The first one has been done for you.

1.

New cars have never been in any accidents.

New cars have no damage.

New cars will not need maintenance for the first several thousand miles.

Sentences:  
New cars have never been in any accidents and have no damage. Therefore, they will not need maintenance for the first several thousand miles.

although, despite, however, in spite of, nevertheless, even though, on the other hand, at the same time, another / the other reason, besides that

A new task was added.

English for the 11th Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle  
Let's pay attention

TASK 7  
Use the phrases from the box to show a contrast and comparison. The first one has been done for you.

1.

Few new cars are worth more than half of the first price after three years.

Many new cars will be worth only one-third of their first price.

Sentences:  
Few new cars are worth more than half of the first price after three years, while many new cars will be worth only one-third of their first price.

and, also, too, both ... and ..., same as, but, although, on the other hand, however, while

(continued)



(continued)

A new tas was added.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 9**  
Rewrite the text below. Use phrases from the list to introduce new points of view, comparison, and contrast.

**Buying a Used Car**  
Before deciding whether buying a used car is a good idea or not, it is important to look at both sides of the argument.  
There are some good things about buying a used car. A new car may lose its value at least half of the price as soon as the owner drives it on the road. If people buy it as the second buyer, they can save some money without sacrificing the quality. Another thing is that the owner will not need to worry much about the depreciation cost if they want to sell the used car later. Although the car depreciates, it may not lose too much value. Another thing is if people buy the used car from a dealership, they will check used cars from bumper to bumper, perform any necessary repairs or maintenance and then certify them as good used vehicles. Another thing is that you can find cars that are only a couple of years old - and with low kilometer on the odometers.  
There are some reasons for people not to buy a used car. There is no guarantee offered to the buyer when buying a used car as to whether the car is in good condition or with the right odometer. Another thing is that there is no guarantee that the car is maintained properly and is free from any kind of accidents. There may be problems in the engine of the car or with the transmission which can be far from the sight of the buyer. Another thing is sometimes the buyer may end up spending more money on the maintenance of the used car.  
It can be seen that there are two sides to this discussion. After looking at both, I think buying a used car is a good idea but the buyer needs to be really careful. The buyer should know how to negotiate and have knowledge about the model of the used car and its condition.

http://www.silverstatacus.com

Check your writing

A new task was added.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's practice

**TASK 10**  
Complete the paragraphs below and use the phrases that you have learned before.

- Buying a new car has two good points.
- In spite of its many advantages, buying a new car has several disadvantages.
- At the same time, buying a used car may also give several advantages.
- On the other hand, buying a used car also has several disadvantages.

Check your writing

A new task was added.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's practice

**TASK 11**  
Read the table below about the advantages and disadvantages of buying a used car from a dealer or private seller.

| Dealer                                   |                                                            | Private Seller                                                |                                                                                 |
|------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Advantages:</b>                       | <b>Disadvantages:</b>                                      | <b>Advantages:</b>                                            | <b>Disadvantages:</b>                                                           |
| 1. large selection                       | 1. usually more expensive                                  | 1. usually cheaper                                            | 1. a broken car from untrusted seller                                           |
| 2. used cars with good quality           | 2. unknown history of the car (poor treatment or accident) | 2. more room for negotiation                                  | 2. no guarantee for maintenance or service                                      |
| 3. guarantee for maintenance and service |                                                            | 3. opportunity to know the history of the car from the owner. | 3. Paperwork for the car (transfer of ownership) is the buyer's responsibility. |

Check your writing

(continued)

(continued)

A new task was added.

English for the 11th Grade Students of the Auto Body Engineering Study Program

Unit 1

What car do you recommend?

Written cycle Let's practice

**TASK 12**  
Work in pairs. Complete the text based on the information from the table. Use the guideline below.

**Should People Buy a Used Car from a Dealer or Private Seller?**

Buying a used car is tricky business. Just the thought of dealing with a used car salesman in a dealership is enough to make most buyers get the headache. Even so, for those who hate the idea of even walking onto a dealership lot, there is always the option of private sellers. People can find private sellers just about anywhere - in newspapers, online, and cars with the "For Sale" sign on their rear window. Many buyers stick to the trusted dealer, while bargain hunters find benefits from private sales. The truth is that there are both advantages and disadvantages of buying from a dealership versus buying from a private seller.

advantages and disadvantages of buying a new car

advantages and disadvantages of buying

your opinion or recommendation

Check your writing

A button of "check my writing" was added in the task. The button is used as a hyperlink to open a website <http://spellcheckplus.com>. Students can check the grammar of their writing on the website.

English for the 11th Grade Students of the Auto Body Engineering Study Program

Unit 1

What car do you recommend?

Written cycle Let's do it

**TASK 14**  
Now, write some comments on the forum for Jessica. Tell about advantages, disadvantages, suggestions, and your recommendation/opinion. Tell her whether you think buying a demonstrator is a good decision or not.

User #791

your name

your comment

Check your writing

### c) Glossary

Table 50: Unit 1 – Glossary in the Second Draft

The use of lower letters in the vocabulary list was applied. Two types of buttons were added in the forms of American flag and Indonesian flag. These buttons are use to show the meaning of the new vocabularies in English or Indonesian language. When students drag their cursor into the Indonesian flag, they can read the meaning in Indonesian language.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Glossary

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary                          | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|-------------------------------------|-----------------------|-----------------|---------|
| 1.  | auto repair shop                    |                       | N               |         |
| 2.  | automatic transmission              |                       | N               |         |
| 3.  | car stereo                          |                       | N               |         |
| 4.  | crank handle                        |                       | N               |         |
| 5.  | dealership                          |                       | N               |         |
| 6.  | demonstrator car (demo car)         |                       | N               |         |
| 7.  | dent                                |                       | N               |         |
| 8.  | garage                              |                       | N               |         |
| 9.  | lot (ex: parking lot, used car lot) |                       | N               |         |
| 10. | manual transmission                 |                       | N               |         |

Meaning

An automobile repair shop (also known as a garage) is a repair shop where automobiles are repaired by auto mechanics and electricians.

Arti

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Glossary

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary                          | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|-------------------------------------|-----------------------|-----------------|---------|
| 1.  | auto repair shop                    |                       | N               |         |
| 2.  | automatic transmission              |                       | N               |         |
| 3.  | car stereo                          |                       | N               |         |
| 4.  | crank handle                        |                       | N               |         |
| 5.  | dealership                          |                       | N               |         |
| 6.  | demonstrator car (demo car)         |                       | N               |         |
| 7.  | dent                                |                       | N               |         |
| 8.  | garage                              |                       | N               |         |
| 9.  | lot (ex: parking lot, used car lot) |                       | N               |         |
| 10. | manual transmission                 |                       | N               |         |

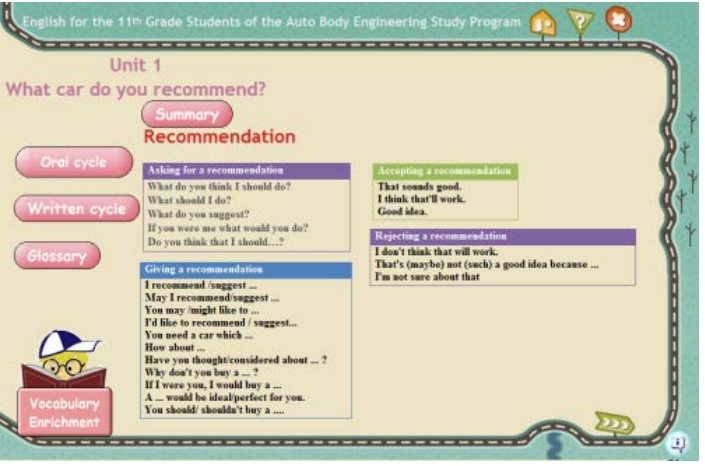
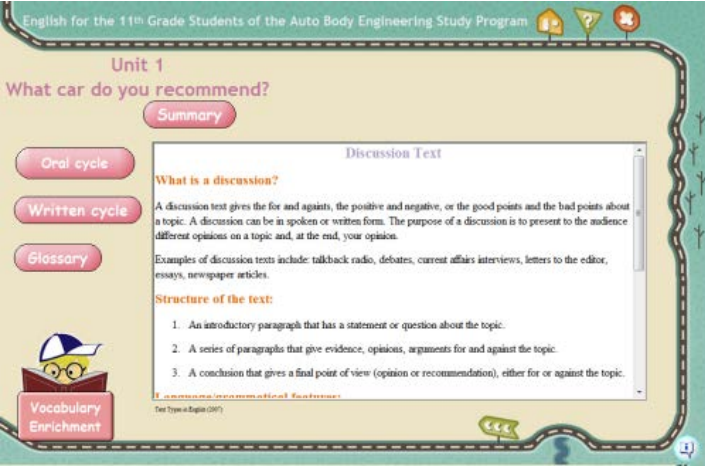
Meaning

Arti

bengkel perbaikan mobil

## d) Summary

Table 51: Unit 1 – Summary in the Second Draft

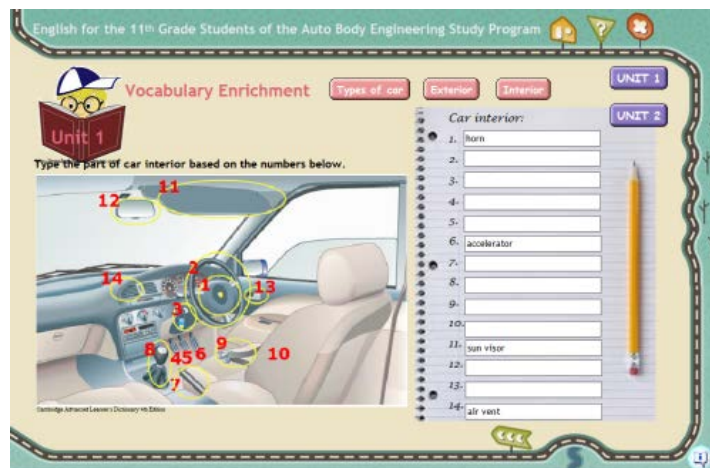
|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The back button was deleted.</p>                                          |  <p>English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program</p> <p>Unit 1<br/>What car do you recommend?</p> <p>Summary<br/>Recommendation</p> <p>Oral cycle</p> <p>Written cycle</p> <p>Glossary</p> <p>Vocabulary Enrichment</p> <p>Asking for a recommendation</p> <p>What do you think I should do?<br/>What should I do?<br/>What do you suggest?<br/>If you were me what would you do?<br/>Do you think that I should...?</p> <p>Giving a recommendation</p> <p>I recommend / suggest ...<br/>May I recommend / suggest ...<br/>You may / might like to ...<br/>I'd like to recommend / suggest ...<br/>You need a car which ...<br/>How about ...<br/>Have you thought / considered about ... ?<br/>Why don't you buy a ... ?<br/>If I were you, I would buy a ...<br/>A ... would be ideal / perfect for you.<br/>You should / shouldn't buy a ...</p> <p>Accepting a recommendation</p> <p>That sounds good.<br/>I think that'll work.<br/>Good idea.</p> <p>Rejecting a recommendation</p> <p>I don't think that will work.<br/>That's (maybe) not (such) a good idea because ...<br/>I'm not sure about that</p>                                            |
| <p>The source link was added under the explanation of a discussion text.</p> |  <p>English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program</p> <p>Unit 1<br/>What car do you recommend?</p> <p>Summary</p> <p>Oral cycle</p> <p>Written cycle</p> <p>Glossary</p> <p>Vocabulary Enrichment</p> <p>Discussion Text</p> <p>What is a discussion?</p> <p>A discussion text gives the for and against, the positive and negative, or the good points and the bad points about a topic. A discussion can be in spoken or written form. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.</p> <p>Examples of discussion texts include: talkback radio, debates, current affairs interviews, letters to the editor, essays, newspaper articles.</p> <p>Structure of the text:</p> <ol style="list-style-type: none"> <li>1. An introductory paragraph that has a statement or question about the topic.</li> <li>2. A series of paragraphs that give evidence, opinions, arguments for and against the topic.</li> <li>3. A conclusion that gives a final point of view (opinion or recommendation), either for or against the topic.</li> </ol> <p>Test Types and Digital (2017)</p> |





(continued)

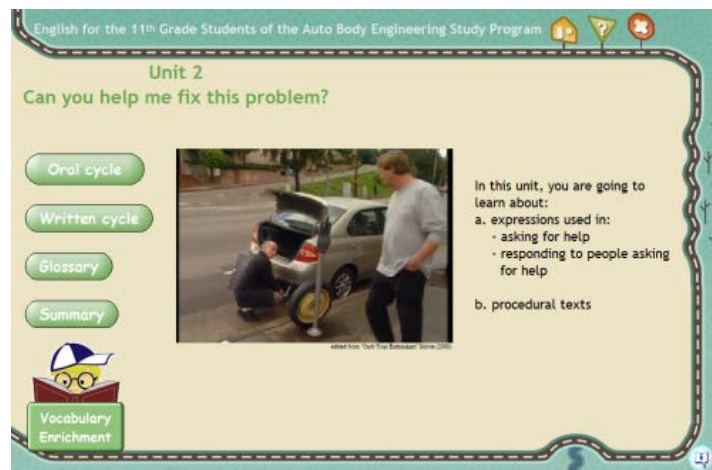
Some numbers on the exercise were already done to give some hints for the students.



## 2. Unit 2



Table 53: Unit 2 – Menu Screen in the Second Draft

The source link was added under the picture to acknowledge its copyright. The correct use of plural forms was applied in the general unit description.



## a) Unit 2 – Oral Cycle

Table 54: Unit 2 – Oral Cycle in the Second Draft

|                                                                                                                                                                                                                                                                                                                                                              |                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>A new picture for the oral cycle menu screen was added to represent the theme of this cycle. The picture shows a man asking for help when he got a flat tire. It represents the language function that is going to be learned in the cycle. The source link was also written under the picture for the copyright.</p>                                     |    |
| <p>2 new pictures for the task were added to give some input for the students before listening to the audio. The picture shows two men talking on the phone. The pictures prepare the students to be ready for the dialogue. The audio player skin was modified. It can play, pause, stop, rewind, and forward the audio. It can also adjust the volume.</p> |  |
| <p>The audio player was changed. The use of lower letter to write “sir” was applied. A word was added to</p>                                                                                                                                                                                                                                                 |                                                                                      |

(continued)



(continued)

convey the meaning in the instruction clearly. A feedback was also given to the students after filling the table. The feedback is in the form of small pop-up window saying “Thank you”.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  
Let's pay attention

TASK 5  
Listen to the dialogue again while looking at the transcript. Find some phrases from the dialogue used to ask for help and to respond to it.

(Telephone rings.)  
Operator : Good afternoon. This is "Happy Drive" garage. How can I help you?  
Customer : My car needs some repairs. I crashed it this morning and now the rear bumper is dented. Can I get it done here?  
Operator : Yes, I think we can help you, sir. Which year and model, please?  
Customer : It's a 2004 Hyundai Getz. It has an automatic transmission.

| Asking for help | Responses |
|-----------------|-----------|
|                 |           |
|                 |           |

Some examples of expressions used in asking for help and responding to it were added. Students can use the record button to practice the expressions by recording their own voices and then playing it back again.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  
Let's pay attention

TASK 6  
We all need some help sometimes. In English, it is not polite to ask directly. So, there are many phrases that we can say before a request to 'soften' it. When we are asking for a help, we will be happy if people say 'yes'. However, people may also say 'no' because of several reasons. They may be too busy or have other things to do so they can not help us sometimes.

Study the expressions below and practice saying the expressions.

| Asking for help                       | Responses                                                                           |
|---------------------------------------|-------------------------------------------------------------------------------------|
| May I ask you a favor?                | Giving help: Sure, what is it?<br>Refusing to give help: I'm sorry. Actually, _____ |
| Could you help me (verb)?             | What do you need my help for?                                                       |
| Can you help me (verb)?               | Hmm, let me see.                                                                    |
| I'd be really glad if you could _____ |                                                                                     |

Examples  
Asking for help  
Responses

The grammar in terms of the use of preposition was corrected. The audio player was also modified and the “check” button was added in every line of the dialogue. If the students answer the question right, a tick (✓) will be shown up. If the students answer it wrong, a cross (X) will be shown up. The record button was also added in the task.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  
Let's practice

TASK 7  
Listen to a dialogue between Deni and Bima, the students of the Auto Body Repair Engineering study program. They are talking in the library. Fill in the blanks with the phrases you hear from the dialogue. Compare your answers.

Bima : Hi, Deni. What are you up to?  
Deni : Hi, Bima. Well, I'm just reading a magazine. How are you?  
Bima : I'm good. I'm starting an \_\_\_\_\_ next month.   
Deni : That's nice. Where is it?  
Bima : I'm going to do it in Solo. In a \_\_\_\_\_ named "Car Creativa".   
Deni : I had my internship in Magelang last year and it was such a great experience. I observed how they fixed some \_\_\_\_\_ cars and did car \_\_\_\_\_.   
Bima : Cool. Well anyway, can I ask you a favor?  
Deni : Sure, what is it?  
Bima : It's just that I have an \_\_\_\_\_ . It's a group assignment.   
Deni : What is the assignment?  
Bima : Making a video about how to \_\_\_\_\_ small \_\_\_\_\_ on cars.   
Deni : How can I help you with that?  
Bima : We need someone with more experience to discuss the content. Can we \_\_\_\_\_ up this Sunday to discuss it?   
Deni : Well, let me see... Hmm, I may have \_\_\_\_\_ to do in the morning.   
Bima : \_\_\_\_\_ . That's perfect.

(continued)



(continued)

A new task was added.

**English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Program**

Unit 2

Can you help me fix this problem?

Oral cycle

Let's practice

TASK 9

Complete these short dialogues with expressions you learned from task 6.  
The first one has been done for you.

1.

A : If you're not too busy, may I ask you a favor?

B : Sure, what is it?

A : It's just that this box is too heavy.  
Can you help me carry it to the store room?

B : OK. I can help with that.

A : Thank you so much.

2.

A : If you don't mind, can I ask you a favor?

B : \_\_\_\_\_ ?

A : It would really help me out if you could help me prepare  
the tools for finishing the painting process on this car.

B : \_\_\_\_\_ .

A : Thank you.

<http://www.shutterstock.com/search=lift+heavy+luggage+person>, <https://gettyimages.com/detail/photo/people-shutterstock-vector-image/shutterstock-vector-image/1165634567>.

<http://i.hqphoto.com/01050721WDgJlGd.jpg>

The record button was added in the task so the students can practice by recording their voices and playing it back again later. After finishing filling the blank dialogue, students will be given a feedback in the form of a small pop-up window saying “Thank you”. A “page number” button was added to show a certain page by clicking its button. A picture was added to give a graphic input for the students.

English for the 11th Grade Students of the Auto Body Engineering Study Program

Unit 2

Can you help me fix this problem?

Oral cycle

Let's do it

TASK 10

Complete the dialogues below with appropriate expressions in asking for help. Look at the example. Then, perform it with a partner.

2. The students of the Auto Body Repair Engineering study program are having a practicum on the car body painting. Aries is making a mixture for the paint and he needs someone to prepare the tools, such as the spray gun and the masker. He asks Tio to find the tools at the storage room.

Aries :

Tio : Sure, I'll take the tools now.

Aries : Thanks.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2

Can you help me fix this problem?

Oral cycle

Let's do it

TASK II

Complete the dialogues below with appropriate expressions in responding to people who ask for some help. Look at the example. Then, perform it with a partner.

2. Ajeng works in an auto body workshop. A customer comes to repair some dents on the left doors because of an accident. Unfortunately, the dents are too difficult to fix and they need to be replaced with the new ones.

Customer : I know my car has serious dents because of the accident. But I'd really be glad if you could repair these.

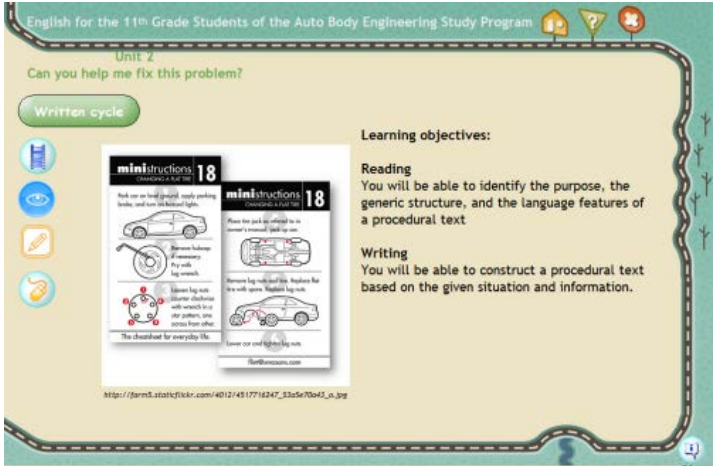
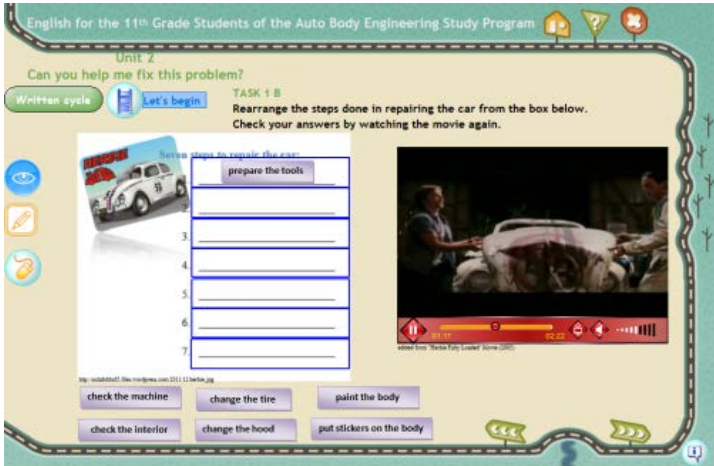
Ajeng :

Customer : So they need to be replaced with the new ones? Well, I guess that's fine.

<http://www.aster-ship.com/forums/aster-bowens-long-term-membership-reviews/24200481325257647>  
[www.motorsport.com/forums/aster-bowens-long-term-membership-reviews/24200481325257647](http://www.motorsport.com/forums/aster-bowens-long-term-membership-reviews/24200481325257647)  
[www.motorsport.com/forums/aster-bowens-long-term-membership-reviews/24200481325257647](http://www.motorsport.com/forums/aster-bowens-long-term-membership-reviews/24200481325257647)

## b) Unit 2 – Written Cycle

Table 55: Unit 2 – Written Cycle in the Second Draft

|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>A new picture for the written cycle menu screen were added to represent the theme of this cycle. The picture shows an instruction on changing a flat tire. It represents a procedural text-type that is going to be learned in the cycle.</p>                                                                                                                                                                                                          |    |
| <p>The video player skin was modified into the one with more features. It can play, pause, stop, rewind, and forward the video. It can also adjust the volume and the screen into the full screen option.</p> <p>The drop items were organized in a better way than the previous version. Drop zones were also highlighted with blue lines to show the right position to drag the items to. The first number is already done to give students a hint.</p> |  |

(continued)

(continued)

A new video was used in the task. The instructions shown in the video were also shown in the list,

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

TASK 2 B

Watch the video on how to change a flat tire with a spare tire. Study the instructions on how to change a flat tire.



Most cars come equipped with the tools you need, like a spare tire, a jack, a lug nut wrench or a tire wrench.

Find these instructions on the video and put a tick ✓ after that:

- ☐ Find a safe place to pull over and turn on your hazard.
- ☐ Place the tire block under the tire on the opposite corner of the tire you're changing.
- ☐ Remove the hubcap.
- ☐ Loosen the lug nuts, alternating from right to left or vice versa.
- ☐ Check the manual to find the best spot to position the car jack.
- ☐ Use fluid, even strokes, to lift the car until the wheel completely off the ground.
- ☐ Remove the loosened lug nuts and remove the tire.
- ☐ Slide the spare under the tire bolts.
- ☐ Put the lug nuts back on the same alternating pattern that you used to take them off.
- ☐ Tighten the lug nuts by hand as much as you can.
- ☐ Slowly lower the car.
- ☐ Use the wrench to finish tightening the lug nuts.
- ☐ Replace the hubcap.

A new task was added.







English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

TASK 3 A

Write an instruction for each picture. You can choose the instruction from the box below.

- 
- 
- 
- 
- 
- 

- Undo the lug nuts by turning them counter-clockwise.
- Tighten the lug nuts by turning them clockwise.
- Take off the hubcap.
- Rotate the jack counterclockwise.
- Put on the hubcap.

A new task was added.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

TASK 3 B

Change the underlined words with the synonyms from the box. Drag and drop the answers to the right place.

- Undo the lug nuts by turning them counter-clockwise.
- Tighten the lug nuts by turning them clockwise.
- Take off the hubcap.
- Put on the hubcap.
- Rotate the wrench clockwise.

fasten  
turn  
remove  
loosen  
replace

(continued)



(continued)

The drop items were organized in a better way than the previous version. Drop zones were also highlighted with blue lines to show the right position to drag the items to. Some numbers were already done to give some hints to the students.

English for the 11th Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention.

### Changing A Flat Tire: The Illustrated Guide

**TASK 4**  
Match the instruction with the pictures below. Drag and drop the answers to the illustration.

1. Park your car on the flat ground. Put on the emergency brake and hazard lights, and then set up reflective warning triangle. Remove the tools from the car.
2. Place the jack under the car. Once wheel is on, replace the lug nut and tighten them by hand and then with your lug wrench. Do not tighten them too tightly yet.
3. Lower jack until the wheel is sitting on the ground. Finish tightening your lug nut with the lug wrench.
4. Turn the crank until the wheel is high enough above the ground to remove the tire. Don't put your hands or legs under the car's roadbed and wheels.
5. Remove the hubcap so you can get to the lug nuts. Loosen nuts with a lug wrench. Don't take them off yet.
6. Remove the lug nuts from wheel by turning them counter-clockwise, and keep them in your hubcap so they don't roll away. Remove the flat tire.
7. Finally, after changing the flat tire with the spare tire, drive your car to a garage to fix the flat tire.
8. Remove the hubcap so you can get to the lug nuts. Loosen nuts with a lug wrench. Don't take them off yet.

The explanation on the structure of the text and the language features was organized better than the previous version. A footnote on the screen was also added. The footnote is "Put your cursor to the colored words to read the explanation." Students can explore the language features in the text by dragging the cursor into a certain area. The explanation will be shown up through a pop-up box.

English for the 11th Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention.

Let's look at the structure and language features of the previous text.

### Changing A Flat Tire: The Illustrated Guide

**Structure of the text:**

1. introductory statement (shown in the title)
2. materials needed for completing the procedure (shown in the illustrations)
3. a sequence of steps in the correct order

**Language features:**

1. sentences that begin with verbs and are stated as commands
2. time word that shows the order for carrying out the procedure
3. adverbs to describe how the action should be done
4. precise terms and technical language

(put your cursor on the underlined words for more explanation)

\*Put your cursor to the colored words to read more explanations.

The grammar in terms of the use of preposition was corrected. The audio player was also modified and the "check" button was added in every line of the text. If the students fill in the blank with the correct word, a tick (✓) will be shown up. If the students answer it wrong, a cross (X) will be shown up.

English for the 11th Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention.

**TASK 7**  
Listen to the audio and fill in the blanks with signal words you hear from the audio. Check your answers with your partner.

How to Fix A Dent on the Cars

Some panels on the wrecked car can be difficult to repair. It depends on the level of the damage, whether it is a minor damage or a major damage. \_\_\_\_\_, a repairman will check all of the damages. \_\_\_\_\_, he will decide whether the part of the car will be repaired or replaced. A minor damage on cars such as dents can be repaired by using hammer-and-dolly technique. The technique is used to basically straighten the metal. \_\_\_\_\_, a repairman should prepare a hammer and a dolly. \_\_\_\_\_, the repairman holds the dolly and put it under the damaged metal. The repairman \_\_\_\_\_ should hit the damaged metal with another hand holding the hammer to straighten it. The repairman should hit the metal in some area several times until the metal \_\_\_\_\_ gets back to the normal shape.

check check check check check

www.repairparts.com www.tocn.com

(continued)

(continued)

The task was organized better than the previous one. The “check” button was added in every number in the task. If the students fill in the blank with the correct word, a tick (✓) will be shown up. If the students answer it wrong, a cross (✗) will be shown up.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

**TASK 8**  
Fill in the blanks below with the words in the box.

spare tire lower lift  
crank handle tighten take  
car jack wheel wrench put  
remove loose

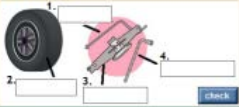
**Instructions:**

1.  the tools (a spare tire, crank handle, car jack, and wheel wrench) out of the trunk. The tools are kept under the carpet.
2.  the wheel bolts with the wheel wrench by turning it counterclockwise. Do not  the bolts completely.
3.  the car jack under the car jack point. Insert the crank handle into the jack and  the car by turning it clockwise.

**How do I change a flat tire?**  
Step-by-step Guide to Changing a Tire

**Caution!**  
Before proceeding, make sure that emergency brake is on and your car is on the flat ground.

**Tools needed:**



The task was organized better than the previous one. The “check” button was added in every number in the task. If the students fill in the blank with the correct word, a tick (✓) will be shown up. If the students answer it wrong, a cross (✗) will be shown up.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's practice

**TASK 9**  
Fill in the blanks with the words in the box.

**Hammer-and-dolly Technique to Remove Dents**

the damage.  the metal towards the dolly to straighten the damaged metal. Hit it several times until the shape changes.

what technique you will use to repair it.

If you want to use the hammer-and-dolly technique,  the tools needed (hammers and dollies).

the dolly with a hand and the hammer with another hand.

the dolly under the damaged metal.

a flat edge to check your progress. Stop when the metal is already in a normal shape.

the tools back to the box.

put check hit prepare  
hold use decide put

adapted from: Auto Body Repair Technology (3rd Edition) (2008)

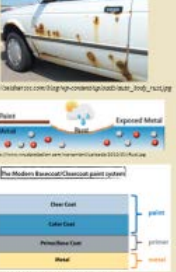
A new task was added.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's practice

**TASK 10 A**  
Read the text below about rust on cars and how to fix it.



**How to Remove Rust from a Car**

There are many reasons for a car to develop rust spots. The main reason is when the paint is broken or scratched through the primer coat, perhaps by stones on the road or a minor car accident, and the metal underneath is exposed to moisture and air, which causes the metal to oxidize. A rust spot increases and spreads with time, especially with rain. If there is some rust on the car, there are some steps to remove the rust from the car.

First of all, the repairman should take safety precautions when repairing the rust on the car. He should wear gloves, safety glasses and a dust mask. When repairing the rust, there will be fine rust and paint dust as well as paint spray everywhere. It may enter the eyes or lungs. The second step is to prepare all equipments such as masking tape, masking paper, sandpaper, sander, grinder, metal primer, and colour spray. Before starting to work on the rust, the repairman will cover up any parts of the car that don't want to get dusty. After that, he will remove the paint around the rust with a sander. He may start with 80 up to 180 grit to take off the paint, primer, or any light rust on the metal. Then, he will switch to a metal grinder for removing the thick rust. After all primer, paint, and rust are removed, the next step is to apply primer coat and colour coat (paint). The primer has to be ideal for painting on bare

(continued)

(continued)

A new task was added.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's practice

TASK 10 B  
Work in pairs. Complete the equipments needed and steps to fix rust on cars.

**How to Remove Rust from a Car**

Tools Needed:

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's practice

Instructions:

Check your writing

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's practice

Check your writing



## c) Glossary

Table 55: Unit 2 – Glossary in the Second Draft

The use of lower letters in the vocabulary list was applied. Two types of buttons were added in the forms of American flag and Indonesian flag. These buttons are use to show the meaning of the new vocabularies in English or Indonesian language. When students drag their cursor into the Indonesian flag, they can read the meaning in Indonesian language.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Glossary

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary          | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|---------------------|-----------------------|-----------------|---------|
| 1.  | auto body repair    |                       | N               |         |
| 2.  | auto repair shop    |                       | N               |         |
| 3.  | clockwise           |                       | Adj, Adv        |         |
| 4.  | counterclockwise    |                       | Adj, Adv        |         |
| 5.  | hold                |                       | V               |         |
| 6.  | lift                |                       | V               |         |
| 7.  | loosen              |                       | V               |         |
| 8.  | polish              |                       | V               |         |
| 9.  | push ____ into ____ |                       | V               |         |
| 10. | put ____ on ____    |                       | V               |         |

Meaning

It is the practice of fixing damaged car structures. Auto body technicians handle dents, scratches and more extensive damage caused by everyday use and accidents.

Anti

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Glossary

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary          | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|---------------------|-----------------------|-----------------|---------|
| 1.  | auto body repair    |                       | N               |         |
| 2.  | auto repair shop    |                       | N               |         |
| 3.  | clockwise           |                       | Adj, Adv        |         |
| 4.  | counterclockwise    |                       | Adj, Adv        |         |
| 5.  | hold                |                       | V               |         |
| 6.  | lift                |                       | V               |         |
| 7.  | loosen              |                       | V               |         |
| 8.  | polish              |                       | V               |         |
| 9.  | push ____ into ____ |                       | V               |         |
| 10. | put ____ on ____    |                       | V               |         |

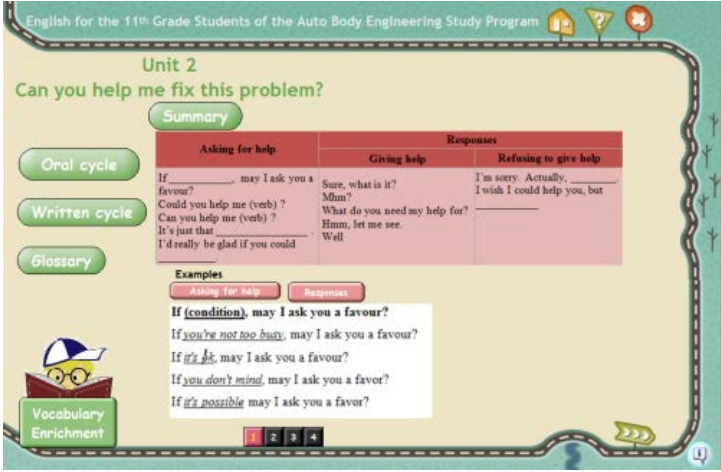
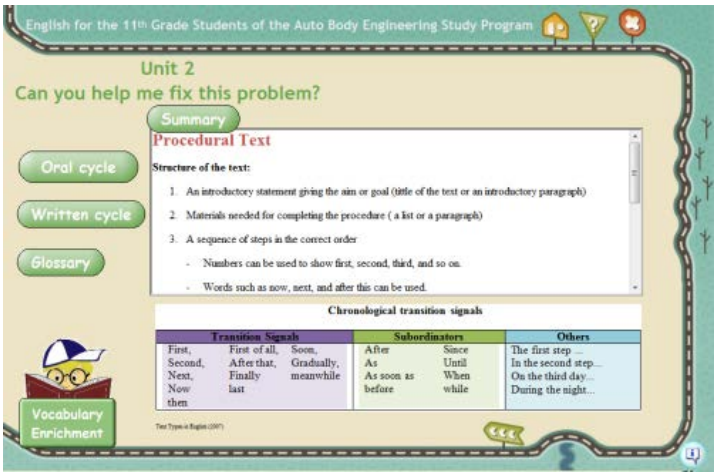
Meaning

Anti

perbaikan bodi otomotif

d) Summary


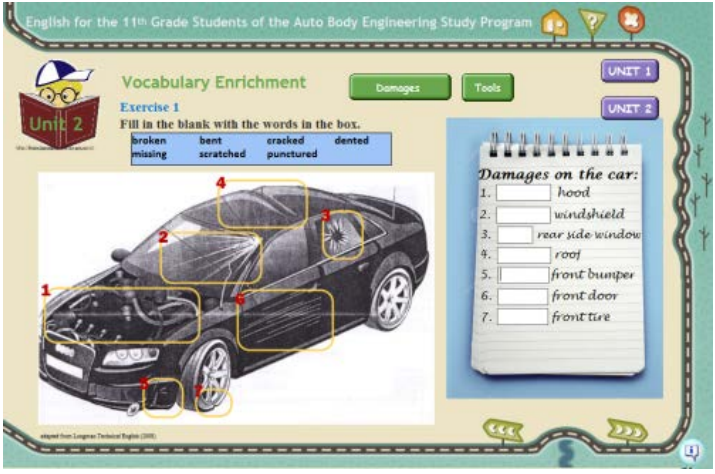
Table 56: Unit 2 – Summary in the Second Draft

|                                                                                                                                                       |                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>The back button was deleted.</p>                                                                                                                   |    |
| <p>The summary button was moved as a title and can still be functioned as a button to lead the students to the first page of the summary section.</p> |  |



### e) Vocabulary Enrichment

Table 57: Unit 2 – Vocabulary Enrichment in the Second Draft

|                                                                                                                                                                                                                       |                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>The title screen was added to put the information that this vocabulary enrichment section belongs to unit 1. An instruction was added. The source link was added under the video to acknowledge its copyright.</p> |    |
| <p>The use of preposition “in” was applied to the instruction. Some terms for the exterior elements were modified into American terms. For the students, these terms are more common than the British ones.</p>       |  |

As the results of the expert judgement phase, there are some suggestions related to the materials in the interactive learning multimedia. The first suggestion is to add more semi-guided tasks in the interactive learning multimedia. The second suggestion is to improve some tasks in the first draft of the interactive learning multimedia.

### 1. Additional semi-guided tasks

Semi-guided tasks are needed to gradually reduce teacher's contribution in constructing the language, so that students can gradually use the language independently. 3 semi-guided tasks were added in Unit 1 Oral Cycle. 3 semi-guided tasks were added in Unit 1 Written Cycle. 1 semi-guided task was added in Unit 2 Oral Cycle. 1 semi-guided task was added in Unit 2 Written Cycle. The semi-guided tasks that have been added in the interactive learning multimedia are shown below:

#### a) Unit 1 – Oral Cycle – Task 9

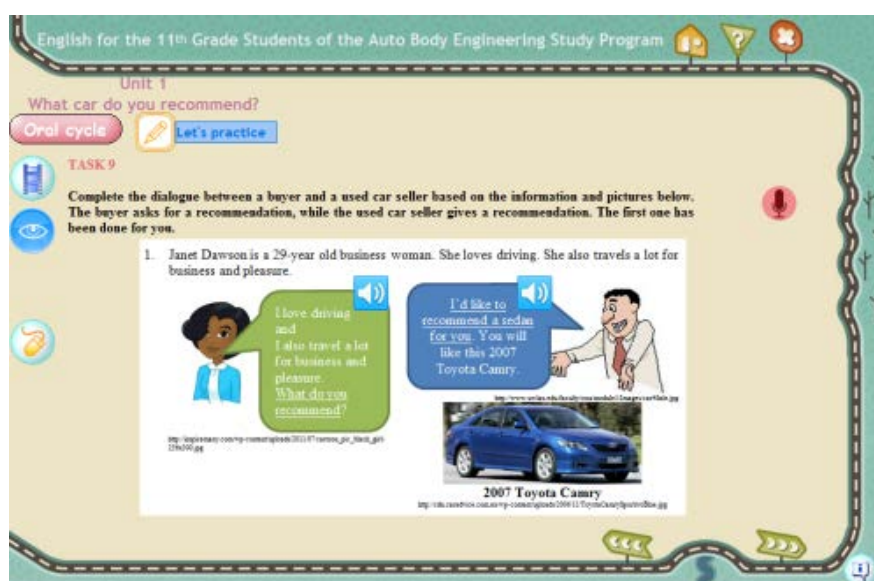


Figure 93: Unit 1 Oral Cycle Task 9 #1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

2. Sandra and Toby Reed have two small children. They like to go hiking, camping, and fishing.

We have two small children. We like to go hiking, camping, and fishing.

You need a double cabin car which has 4 seats and a very big space in the trunk for all your adventure equipments.

2005 Mitsubishi Strada  
[http://ukC.mitsubishi.com/images/2005/02/200510447\\_2005178104120414494702030473446220418144947.jpg](http://ukC.mitsubishi.com/images/2005/02/200510447_2005178104120414494702030473446220418144947.jpg)

[http://www.123rf.com/400000000/production/production/2005/production/200510447\\_2005178104120414494702030473446220418144947.jpg](http://www.123rf.com/400000000/production/production/2005/production/200510447_2005178104120414494702030473446220418144947.jpg)

[http://img.bloggspot.com/400000000/production/production/2005/production/200510447\\_2005178104120414494702030473446220418144947.jpg](http://img.bloggspot.com/400000000/production/production/2005/production/200510447_2005178104120414494702030473446220418144947.jpg)

Figure 94: Unit 1 Oral Cycle Task 9 #2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

3. Tina Hills lives in a big city. She is looking for a city car which is easy to drive and park. She is stuck in a traffic jam a lot of time.

[http://www.123rf.com/400000000/production/production/2005/production/200510447\\_2005178104120414494702030473446220418144947.jpg](http://www.123rf.com/400000000/production/production/2005/production/200510447_2005178104120414494702030473446220418144947.jpg)

[http://img.bloggspot.com/400000000/production/production/2005/production/200510447\\_2005178104120414494702030473446220418144947.jpg](http://img.bloggspot.com/400000000/production/production/2005/production/200510447_2005178104120414494702030473446220418144947.jpg)

2010 Suzuki Splash (automatic transmission)  
[http://img.bloggspot.com/400000000/production/production/2005/production/200510447\\_2005178104120414494702030473446220418144947.jpg](http://img.bloggspot.com/400000000/production/production/2005/production/200510447_2005178104120414494702030473446220418144947.jpg)

Figure 95: Unit 1 Oral Cycle Task 9 #3

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program



Unit 1

What car do you recommend?


Oral cycle

Let's practice

5. Edward Mitchell is a professional photographer. He likes adventures and travels on bad roads many times.

<http://www.jordan.edu/faculty/edwardmitchell/EdwardMitchell.jpg>



**2008 Toyota Fortuner**

[http://img.ptf.idn.co.id/114517/11451811\\_41895817\\_4-2008-Toyota-Fortuner-1L-D4D-7160cc.jpg](http://img.ptf.idn.co.id/114517/11451811_41895817_4-2008-Toyota-Fortuner-1L-D4D-7160cc.jpg)

Figure 97: Unit 1 Oral Cyle Task 9 #5



## b) Unit 1 – Oral Cycle – Task 10

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

**TASK 10**

Complete the dialogue between a buyer and a used car seller based on the information and pictures below. The used car seller gives a recommendation, while the buyer may accept or reject the recommendation. The first one has been done for you.

1. A car seller recommends a coupe (1988 Toyota Celica) to a buyer, named Jessica Thomas. She likes the model but she is looking for a car that can carry more than 4 people.

How about buying this 1988 Toyota Celica? It's a coupe sports car and has an excellent engine.

I'm not sure about that. It can only carry 4 people. I need a bigger car.

1988 Toyota Celica

Figure 98: Unit 1 Oral Cycle Task 10 #1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

2. A car seller recommends a station wagon (2008 Nissan Grand Livina) to a buyer, named John Reddy. He thinks that the car suits his family. He has a big family and also needs big space in the trunk.

It's a station wagon car. It can carry 5-9 people. The 3rd row seat can be folded to have bigger space in your trunk.

I think it suits my family. We need many seats and bigger space in the trunk.

2008 Nissan Grand Livina



Figure 99: Unit 1 Oral Cycle Task 10 #2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

3. A car seller recommends a pick-up (2004 Isuzu D-max) to a buyer, named Tony Rogers. He needs a car to run his business well. He thinks that a pick-up can be used to deliver things, but it's not well-protected from rain.

**2004 Isuzu D-max**  
[http://imgpetit.ch.co.jp/11/14/01/17/1712286\\_20090805\\_Isuzu-D-max-pick-up-1000-cv-00001.jpg](http://imgpetit.ch.co.jp/11/14/01/17/1712286_20090805_Isuzu-D-max-pick-up-1000-cv-00001.jpg)



Figure 100: Unit 1 Oral Cycle Task 10 #3

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

4. A car seller recommends a van (2007 Daihatsu Gran Max) to a buyer, named Tony Rogers. He thinks that a van is an ideal car to deliver things because it's safer than a pick-up.

**2007 Daihatsu Gran Max**  
<http://www.motorsales.com.au/assets/images/2007-daihatsu-gran-max-1000-cv-00001.jpg>

Figure 101: Unit 1 Oral Cycle Task 10 #4

c) Unit 1 – Oral Cycle – Task 11

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1

Oral cycle

Let's practice

TASK 11

Listen to the dialogue between a used car seller and a buyer. The used car seller recommends a car and the buyer asks some information related to the car. Fill the table below based on the information you got from the dialogue. The first one has been done for you.

| No. | Brand                | Type                 | Year                 | Transmission                                                                     | Condition                                                                                                     | Price                |
|-----|----------------------|----------------------|----------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------|
| 1.  | Toyota               | Avenza (minivan)     | 2006                 | <input checked="" type="checkbox"/> manual<br><input type="checkbox"/> automatic | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input checked="" type="checkbox"/> scratch | Rp 100,000,000       |
| 2.  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic            | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch            | <input type="text"/> |
| 3.  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic            | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch            | <input type="text"/> |
| 4.  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic            | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch            | <input type="text"/> |
| 5.  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic            | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch            | <input type="text"/> |

Figure 103: Unit 1 Oral Cyle Task 11



## d) Unit 1 – Written Cycle – Task 10

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's practice

**TASK 10**  
Complete the paragraphs below and use the phrases that you have learned before.

- Buying a new car has two good points.
- In spite of its many advantages, buying a new car has several disadvantages.
- At the same time, buying a used car may also give several advantages.
- On the other hand, buying a used car also has several disadvantages.

Check your writing

Figure 104: Unit 1 Written Cyle Task 10

## e) Unit 1 – Written Cycle – Task 11

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's practice

**TASK 11**  
Read the table below about the advantages and disadvantages of buying a used car from a dealer or private seller.

| Dealer                                                                                                                 |                                                                                                                  | Private Seller                                                                                                                            |                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advantages:</b><br>1. large selection<br>2. used cars with good quality<br>3. guarantee for maintenance and service | <b>Disadvantages:</b><br>1. usually more expensive<br>2. unknown history of the car (poor treatment or accident) | <b>Advantages:</b><br>1. usually cheaper<br>2. more room for negotiation<br>3. opportunity to know the history of the car from the owner. | <b>Disadvantages:</b><br>1. a broken car from untrusted seller<br>2. no guarantee for maintenance or service<br>3. Paperwork for the car (transfer of ownership) is the buyer's responsibility. |

Figure 105: Unit 1 Written Cyle Task 11



English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle Let's practice

3. A : [ ] do my report?  
B : [ ] ?  
A : It's just that I don't really understand about the technique on repairing the rust on the car.  
Can you explain it to me?  
B : [ ] Let's meet up this afternoon.  
A : Sure. Thanks a lot.

4. A : If [ ] could you help me?  
B : [ ] ?  
A : I'd be really glad if you could help me fix the flat tire.  
B : [ ], but I have an appointment and I have to go now.  
A : It's alright. Don't worry.

5. A : If it's okay, [ ] ?  
B : [ ] ?  
A : It's just that I can't go to work today. Can you replace me today?  
B : [ ], actually I'm not feeling well today. I can't go to work either.  
A : Oh, sorry. I hope you're getting better soon.








Figure 108: Unit 2 Oral Cycle Task 9 #2


## h) Unit 2 – Written Cycle – Task 10

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's practice

TASK 10 A  
Read the text below about rust on cars and how to fix it.



How to Remove Rust from a Car

There are many reasons for a car to develop rust spots. The main reason is when the paint is broken or scratched through the primer coat, perhaps by stones on the road or a minor car accident, and the metal underneath is exposed to moisture and air, which causes the metal to oxidize. A rust spot increases and spreads with time, especially with rain. If there is some rust on the car, there are some steps to remove the rust from the car.

First of all, the repairman should take safety precautions when repairing the rust on the car. He should wear gloves, safety glasses and a dust mask. When repairing the rust, there will be fine rust and paint dust as well as paint spray everywhere. It may enter the eyes or lungs. The second step is to prepare all equipments such as masking tape, masking paper, sandpaper, sander, grinder, metal primer, and colour spray. Before starting to work on the rust, the repairman will cover up any parts of the car that don't want to get dusty. After that, he will remove the paint around the rust with a sander. He may start with 80 up to 180 grit to take off the paint, primer, or any light rust on the metal. Then, he will switch to a metal grinder for removing the thick rust. After all primer, paint, and rust are removed, the next step is to apply primer coat and colour coat (paint). The primer has to be ideal for painting on bare

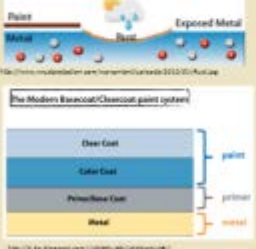


Figure 109: Unit 2 Written Cycle Task 10A



English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's practice

**TASK 10 B**  
Work in pairs. Complete the equipments needed and steps to fix rust on cars.

**How to Remove Rust from a Car**

Tools Needed:

|                      |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|----------------------|
|                      |                      |                      |                      |                      |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|                      |                      |                      |                      |                      |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Figure 110: Unit 2 Written Cyle Task 10B #1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's practice

**Instructions:**

|                      |                      |                      |
|----------------------|----------------------|----------------------|
|                      |                      |                      |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|                      |                      |                      |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

Check your writing

Figure 111: Unit 2 Written Cyle Task 10B #2



Figure 112: Unit 2 Written Cycle Task 10B #3

## 2. Improved tasks

Some tasks need some improvement to help the students learn better. The tasks that have been improved during the evaluation are discussed below.

### a) Unit 1 – Oral Cycle – Task 6

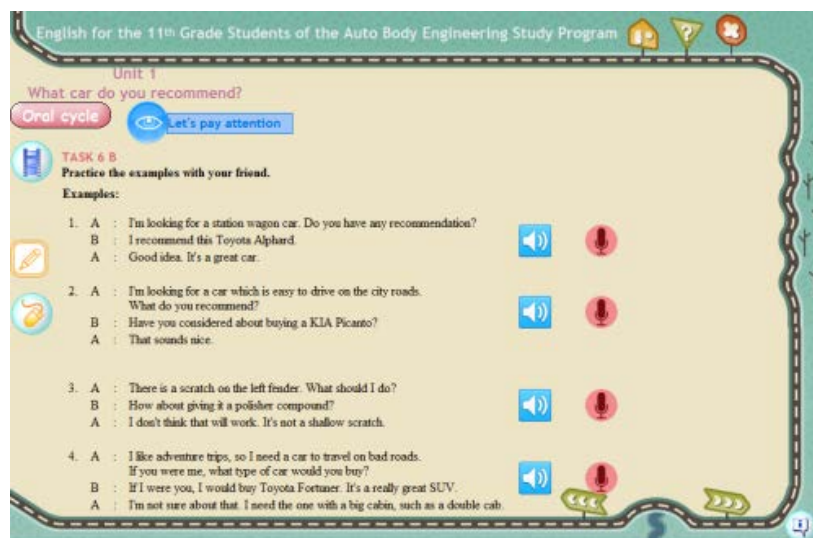


Figure 113: Unit 1 Oral Cycle Task 6B

Figure 113 shows that the tasks were provided with the audio and record buttons. In this way, students can practice their listening and speaking skills.

## b) Unit 1 – Written Cycle – Task 6

Task 6 is used to provide some practice for the students in using the phrases for linking arguments and introducing points of view. Some pictures were added there to give more visual input for the students. This input can help them working on the task.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 6**  
Use the phrases from the box to link arguments and introduce other points of view. The first one has been done for you.

1.

New cars have never been in any accidents.

New cars have no damage.

New cars will not need maintenance for the first several thousand miles.

Sentences:  
New cars have never been in any accidents and have no damage. Therefore, they will not need maintenance for the first several thousand miles.

although despite however in spite of therefore even though on the other hand at the same time another / the other reason besides that

Figure 114: Unit 1 Written Cycle Task 6 #1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

2.

3 advantages of buying a new car:

- 1) Only an oil change and a tune-up are required. Some manufacturers even cover the cost of routine maintenance items such as an oil change and tune-up.
- 2) New cars will not need new tires, exhaust system, or brakes during the first few years.
- 3) A good reason to buy a new car is the fuel efficiency.

FREE MAINTENANCE

Sentences:  
Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance items. Therefore, new cars will not need new tires, exhaust system, or brakes during the first few years. Buyers will be given full warranty for at least three years or even longer. Therefore, to buy new cars is the fuel efficiency.

although despite however in spite of therefore even though on the other hand at the same time another / the other reason besides that

Figure 115: Unit 1 Written Cycle Task 6 #2


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

3.

- New cars have several advantages.
- New cars may also bring some disadvantages.



Sentences:  
New cars have several advantages. , new cars may also bring some disadvantages.

although despite however in spite of therefore

even though on the other hand at the same time another / the other reason besides that

Figure 116: Unit 1 Written Cyle Task 6 #3



English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

4.

- It is true that most problems in modern cars is from the electrical faults. These problems are not easily fixed at the side of the road.
- A disadvantage of buying a modern or new car is the depreciation cost.

<http://www.images.com/stock-images/1000/1000-1000-1000.jpg>

<http://www.images.com/stock-images/1000/1000-1000-1000.jpg>

Sentences:  
It is true that most problems in modern cars is from the electrical faults. These problems are not easily fixed at the side of the road.  is the depreciation cost.

although despite however in spite of therefore

even though on the other hand at the same time another / the other reason besides that

Figure 117: Unit 1 Written Cyle Task 6 #4




English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

5.

- Used cars can be less expensive than new cars.
- People will not need to worry much about depreciation price.



<http://www.istockphoto.com/stock-photo-467894646/istockphoto-467894646.jpg>

Sentences:  
They (used cars) can be less expensive than new cars.   
people will not need to worry much about depreciation price.

|                                                            |                                                                                                    |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| although<br>despite<br>however<br>in spite of<br>therefore | even though<br>on the other hand<br>at the same time<br>another / the other reason<br>besides that |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|

Figure 118: Unit 1 Written Cyle Task 6 #5


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

6.

- Used cars also have several good points.
- Used cars may have several problems.



<http://www.istockphoto.com/stock-photo-467894646/istockphoto-467894646.jpg>

Sentences:  
Used cars also have several good points.  used cars may have several problems.

|                                                            |                                                                                                    |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| although<br>despite<br>however<br>in spite of<br>therefore | even though<br>on the other hand<br>at the same time<br>another / the other reason<br>besides that |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|

Figure 119: Unit 1 Written Cyle Task 6 #6

## c) Unit 1 – Written Cycle – Task 7

Task 7 is used to provide some practice for the students in using the phrases for showing a contrast and comparison. Some pictures were added there to give more visual input for the students. This input can help them working on the task.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1

What car do you recommend?

Written cycle

Let's pay attention

**TASK 7**

Use the phrases from the box to show a contrast and comparison. The first one has been done for you.

and  
also  
too  
both ... and ...  
same as

but  
although  
on the other hand  
however  
while

1.

- Few new cars are worth more than half of the first price after three years.
- Many new cars will be worth only one-third of their first price.

Sentences:  
Few new cars are worth more than half of the first price after three years, while many new cars will be worth only one-third of their first price.

2.

Figure 120: Unit 1 Written Cycle Task 7 #1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1

What car do you recommend?

Written cycle

Let's pay attention

**TASK 7**

Use the phrases from the box to show a contrast and comparison. The first one has been done for you.

and  
also  
too  
both ... and ...  
same as

but  
although  
on the other hand  
however  
while

2.

- New cars face problems with the depreciation price when the owners resell the cars.
- Used cars face problems with the depreciation price when the owners resell the cars.

Sentences:  
new cars used cars face problems with the depreciation price when the owners resell the cars.


3.

Figure 121: Unit 1 Written Cycle Task 7 #2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention



and  
also  
too  
both ... and ...  
same as

but  
although  
on the other hand  
however  
while

3.

- Both new cars and used cars face problems with the depreciation price when the owners resell the cars.
- When someone buys a used car and after a few years later wants to resell it, the price will not be decreased too much.

Sentences:  
Both new cars and used cars face problems with the depreciation price when the owners resell the cars. When someone buys a used car and after a few years later wants to resell it, the price will not be decreased too much.

Figure 122: Unit 1 Written Cyle Task 7 #3

## d) Unit 1 – Written Cycle – Task 8

Task 8 in Figure 123 gives an opportunity for the students to practice exploring the phrases used to introduce new points of view, comparison, and contrast by rewriting a paragraph.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 8**

Rewrite the text below. Use phrases from the list to introduce new points of view, comparison, and contrast.

**Buying a Used Car**

Before deciding whether buying a used car is a good idea or not, it is important to look at both sides of the argument.

There are some good things about buying a used car. A new car may lose its value at least half of the price as soon as the owner drives it on the road. If people buy it as the second buyer, they can save some money without sacrificing the quality. Another thing is that the owner will not need to worry much about the depreciation cost if they want to sell the used car later. Although the car depreciates, it may not lose too much value. Another thing is if people buy the used car from a dealership, they will check used cars from bumper to bumper, perform any necessary repairs or maintenance and then certify them as good used vehicles. Another thing is that you can find cars that are only a couple of years old - and with low kilometer on the odometers.

There are some reasons for people not to buy a used car. There is no guarantee offered to the buyer when buying a used car as to whether the car is in good condition or with the right odometer. Another thing is that there is no guarantee that the car is maintained properly and is free from any kind of accidents. There may be problems in the engine of the car or with the transmission which can be far from the sight of the buyer. Another thing is sometimes the buyer may end up spending more money on the maintenance of the used car.

It can be seen that there are two sides to this discussion. After looking at both, I think buying a used car is a good idea but the buyer needs to be really careful. The buyer should know how to negotiate and have knowledge about the model of the used car and its condition.

http://www.silverstateru.com

Check your writing

Figure 123: Unit 1 Written Cyle Task 8

e) Unit 2 – Written Cycle – Task 3

Task 3A in Figure 124 gives an opportunity for the students to match the instructions and pictures. Task 3B in Figure 125 explores the students' vocabulary by matching the synonyms of the verbs used in the instructions.

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program







Unit 2  
Can you help me fix this problem?

Written cycle

Let's pay attention

TASK 3 A

Write an instruction for each picture. You can choose the instruction from the box below.

- 
- 
- 
- 
- 
- 

- Undo the lug nuts by turning them counter-clockwise.
- Tighten the lug nuts by turning them clockwise.
- Take off the hubcap.
- Rotate the jack counter-clockwise.
- Put on the hubcap.

Figure 124: Unit 2 Written Cycle Task 3A

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle

Let's pay attention

TASK 3 B

Change the underlined words with the synonyms from the box. Drag and drop the answers to the right place.

- Undo the lug nuts by turning them counter-clockwise.
- Tighten the lug nuts by turning them clockwise.
- Take off the hubcap.
- Put on the hubcap.
- Rotate the wrench clockwise.

fasten

turn

remove

loosen

replace

Figure 125: Unit 2 Written Cycle Task 3B



The media expert gave a suggestion to add more interactivity in the multimedia. The interactivity includes the available answer feedback in the tasks and the interaction between the user and the learning multimedia. Some interactivities that have been added to the multimedia program is discussed below.

### 1. Adding a record button

A record button is added in the task. The record button leads the students to an attached program named “RecordPad Sound Recorder” after they click the button. Every recording can be saved in the computer and played back anytime.

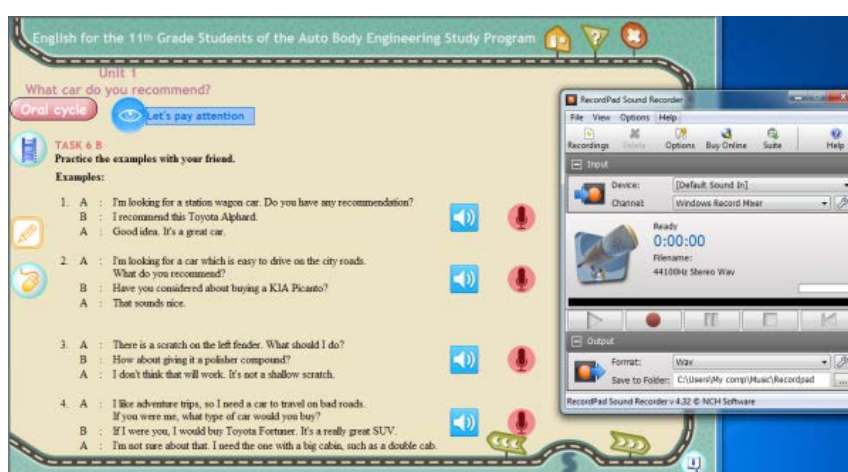


Figure 126: Record Button and Program (1)



Figure 127: Record Button and Program (2)



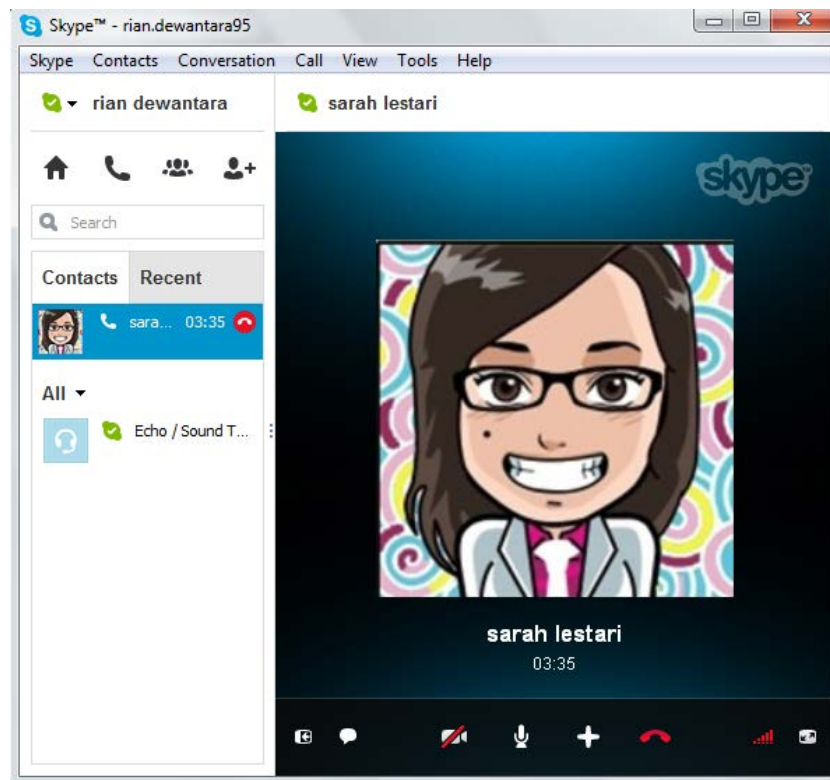


Figure 129: Phone Lines Button and Program (2)

Student A, as the car dealer, can receive a call from Student A who works as the buyer as shown in Figure 129. The conversation can be recorded automatically with the Amolto Call Recorder program as shown in Figure 130.

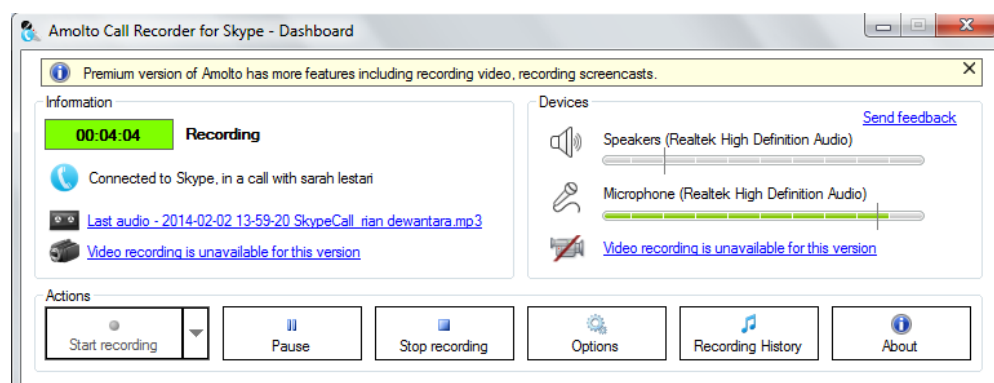


Figure 130: Phone Lines Button and Program (3)



Student B (as the buyer)



Figure 131: Phone Lines Button and Program (4)

Figure 131 shows a “Phone Lines” button used to direct the student B to the Skype program.

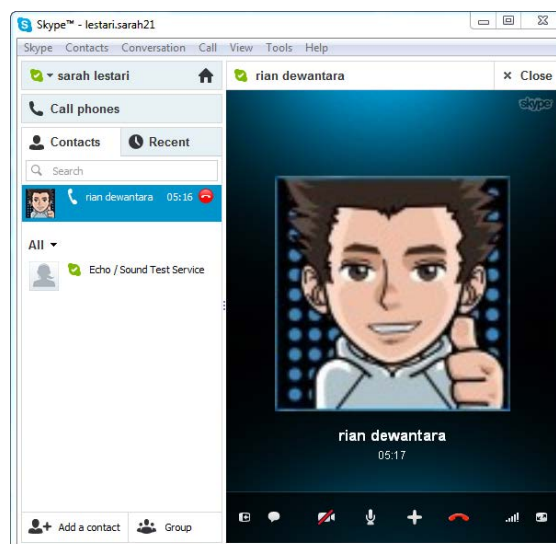


Figure 132: Phone Lines Button and Program (5)

Student B, as the buyer, can make a call to Student A who works as the car dealer as shown in Figure 132. The conversation can be recorded automatically with the Amolto Call Recorder program as shown in Figure 133.

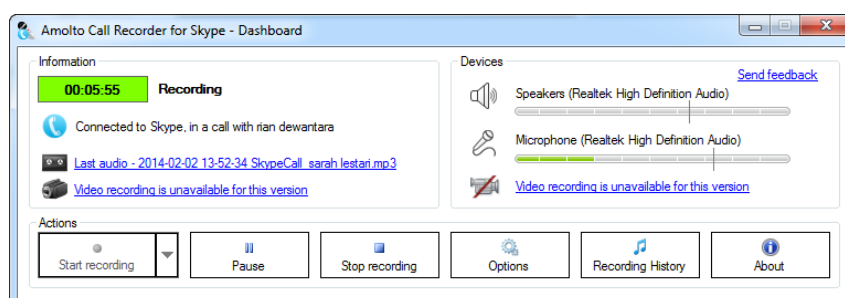


Figure 133: Phone Lines Button and Program (6)

### 3. Adding a pop-up label

Labels are used to give information on the text's structure and language features. These labels are hidden, but they can be shown up by locating the cursor on the highlighted area. Everytime the cursor is located in a certain area, a certain label will be shown.

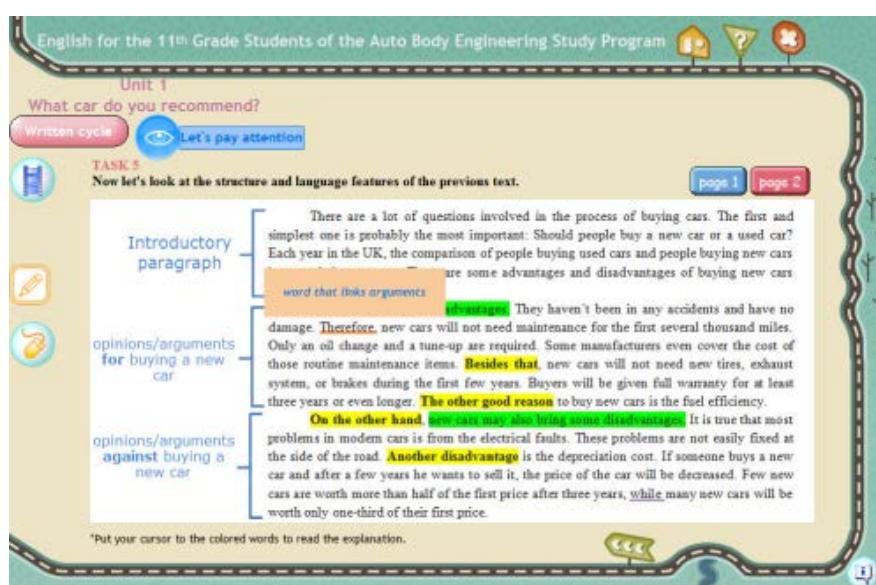


Figure 134: Pop-up Label (1)

Figure 134 shows that when the cursor is pointed to the word “therefore”, a pop-up label shows up and describes that the word is used as “word that links arguments”.

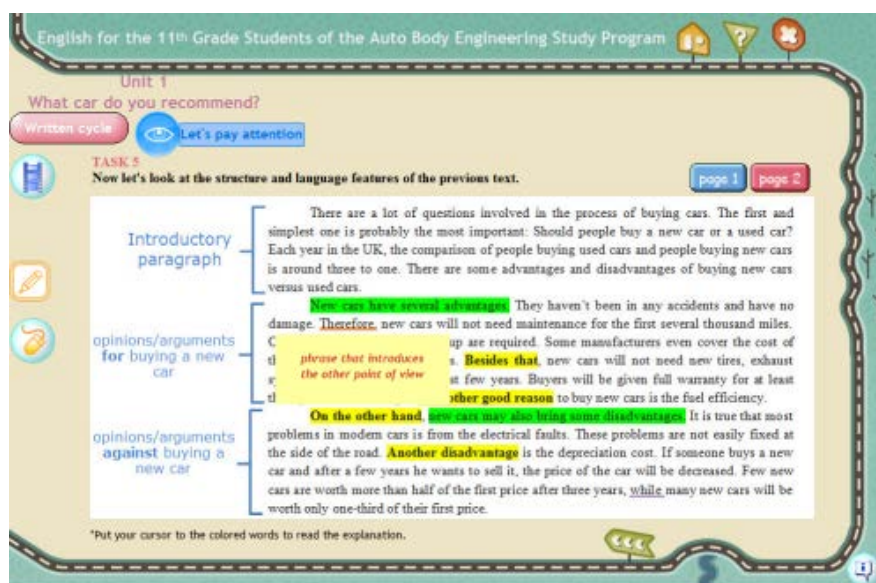


Figure 135: Pop-up Label (2)

Figure 135 shows that when the cursor is pointed to the phrase “on the other hand”, a pop-up label shows up and describes that the phrase is used as “phrase that introduces the other point of view”.

#### 4. Adding a pop-up description

Descriptions are used to give information on the text’s structure and language features. These descriptions are hidden, but they can be shown up by locating the cursor on the highlighted area. Everytime the cursor is located in a certain area, a related description will be shown.

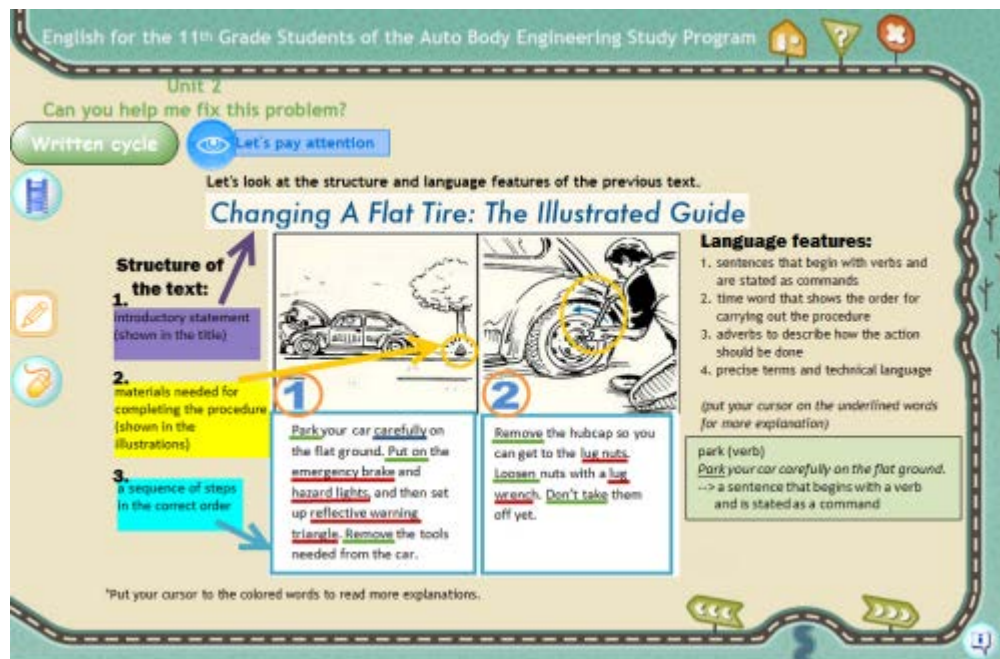


Figure 136: **Pop-up Description**

Figure 136 shows that when the cursor points at the word “park”, a pop-up green box on the right shows up a description about the word. It explains that the word “park” is a verb. It also explains that the sentence “Park your car carefully on the flat ground.” is a sentence that begins with a verb and is stated as a command.

##### 5. Adding answer feedbacks

Feedbacks are variously given in the tasks in this interactive learning multimedia. Some feedbacks are given immediately after the students input their answers, while some others are given later after they click on the “check” button. The feedbacks are in several forms as follows.

a) “Thank you” feedback

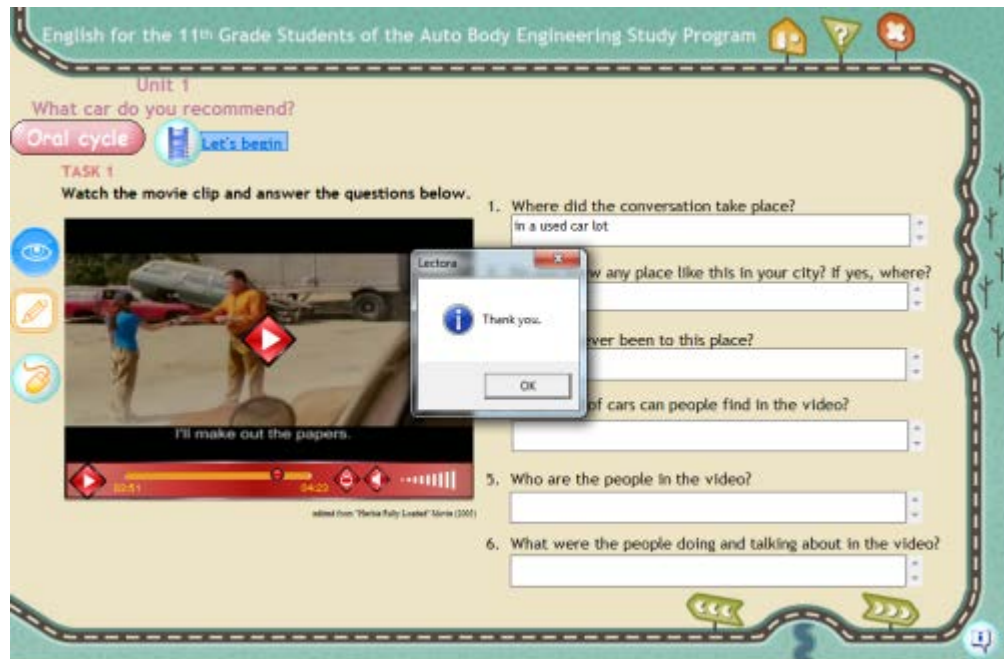


Figure 137: Answer Feedback (1)

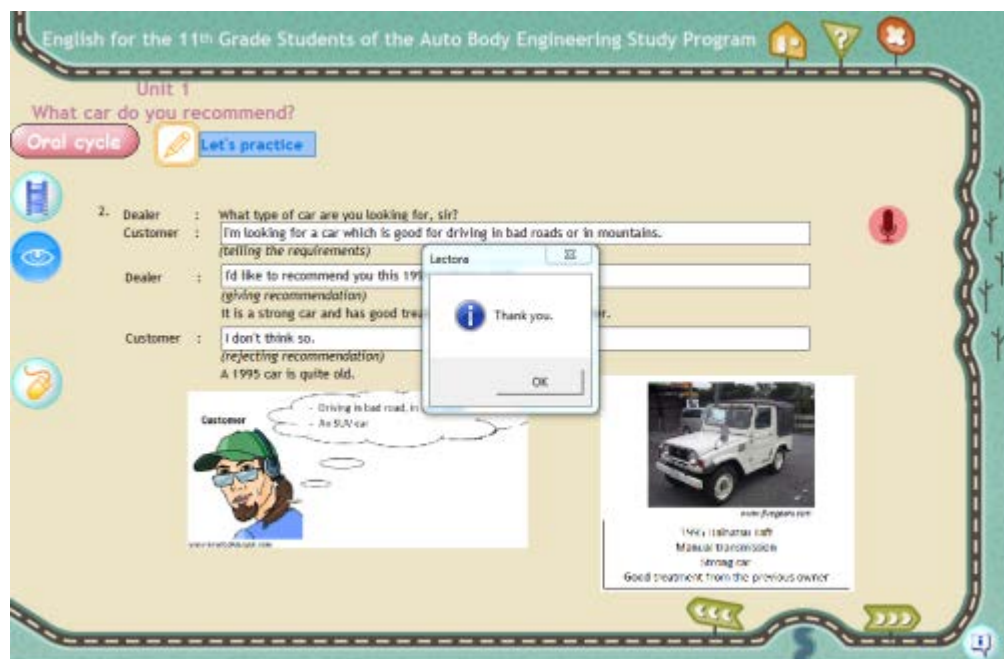


Figure 138: Answer Feedback (2)



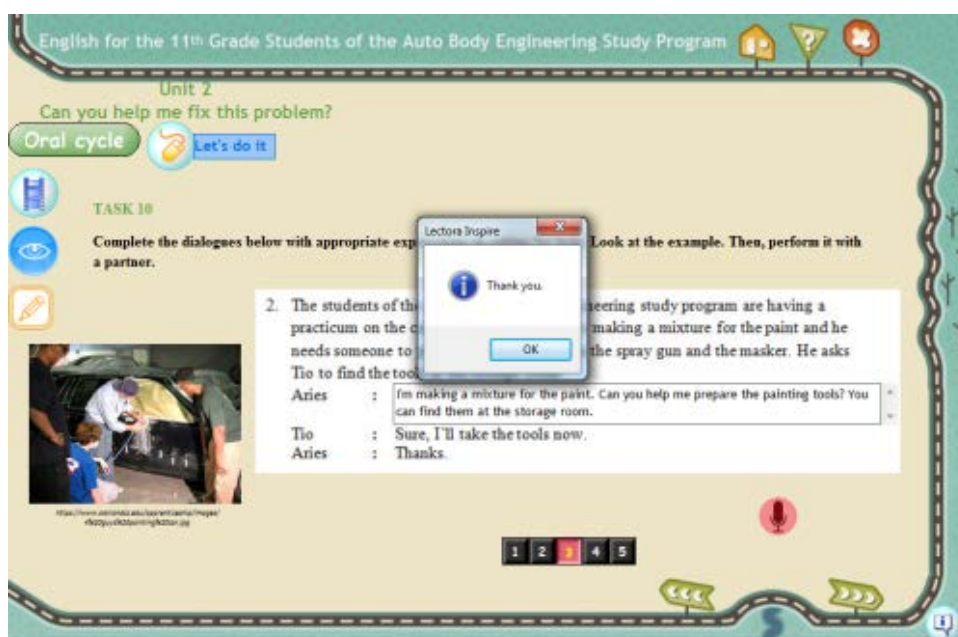


Figure 139: Answer Feedback (3)

Figure 137, 138, and 139 show some examples of the tasks that give “Thank you” feedback to the students after they input their answers on the screen. This feedback is shown as a pop-up small window with a message of “Thank you”.

b) “✓” or “✗” feedback

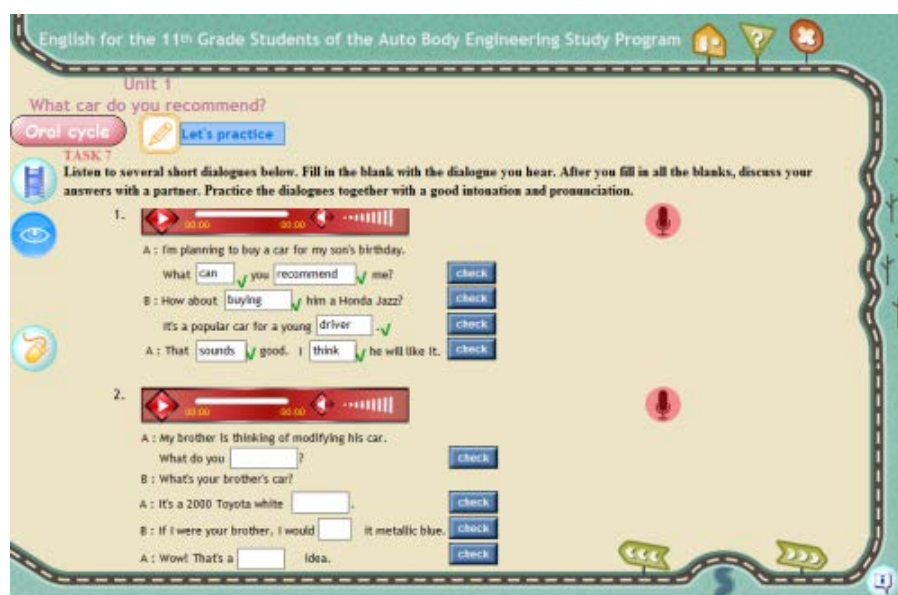


Figure 140: Answer Feedback (4)

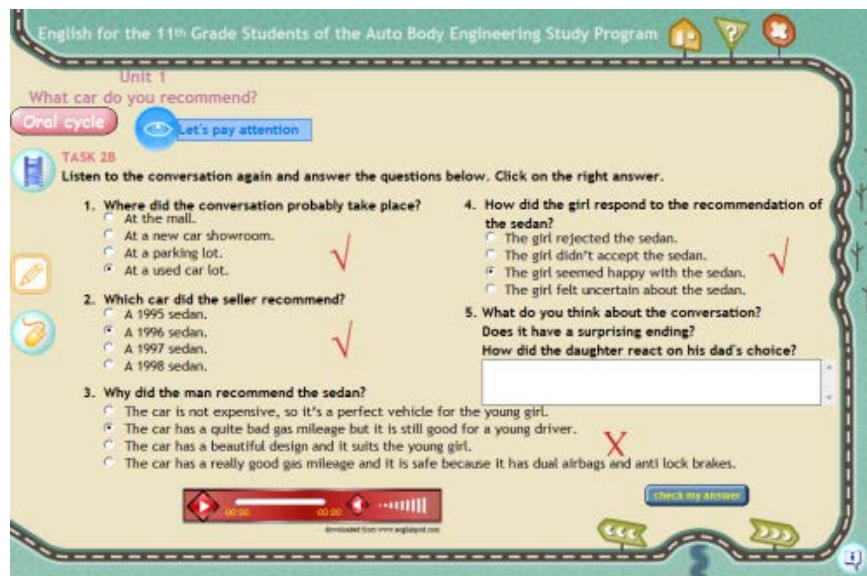


Figure 141: Answer Feedback (5)

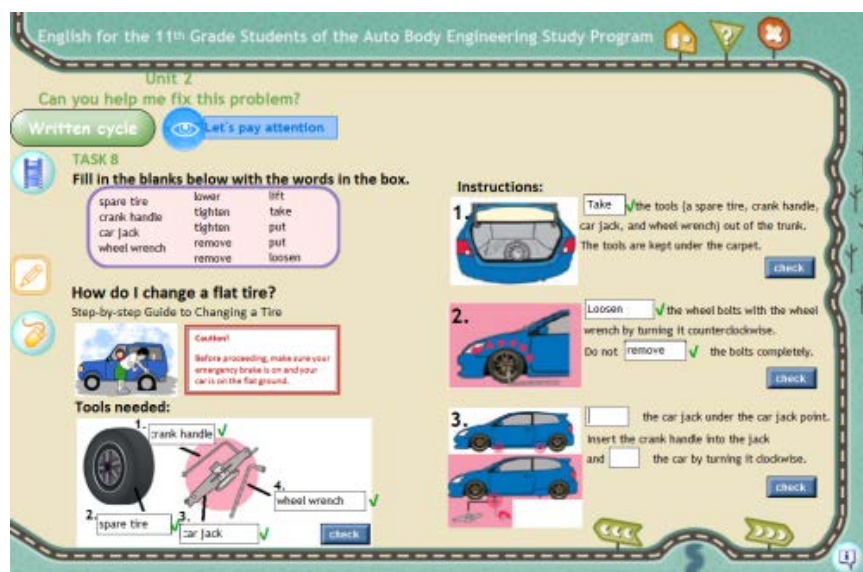


Figure 142: Answer Feedback (6)

Figure 140, 141, and 142 show some examples of the tasks that give “✓” or “X” feedback to the students after they input their answers on the screen. This feedback is shown near the answer fields. The mark “✓” indicates that students have right answers, while the mark “X” indicates that students have wrong answers.



- c) “Correct!” or “You answered the question incorrectly” feedback

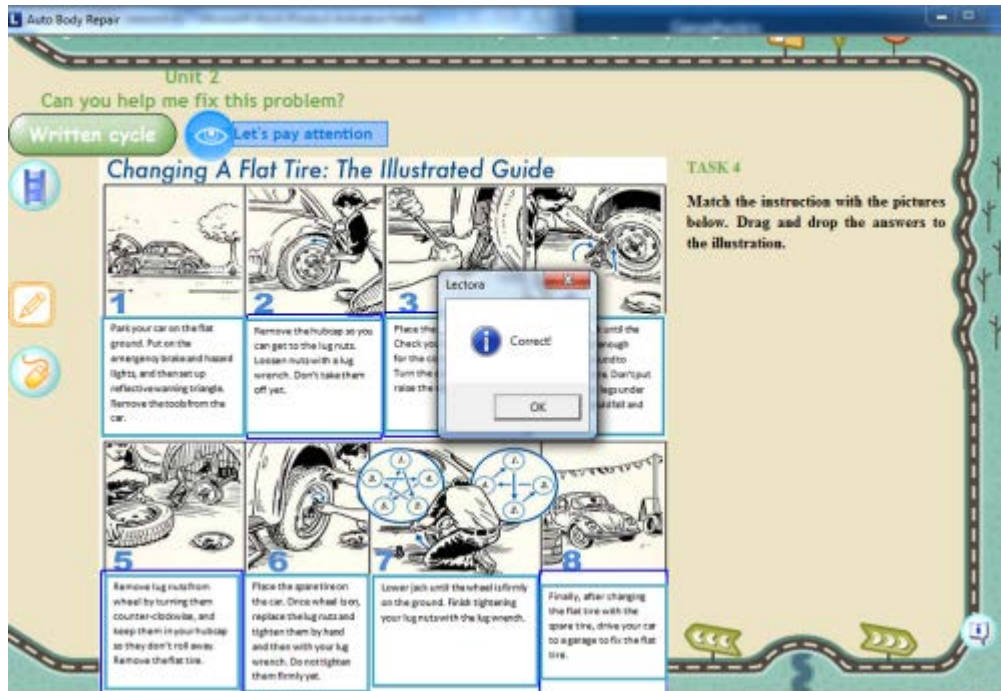


Figure 143: Answer Feedback (7)

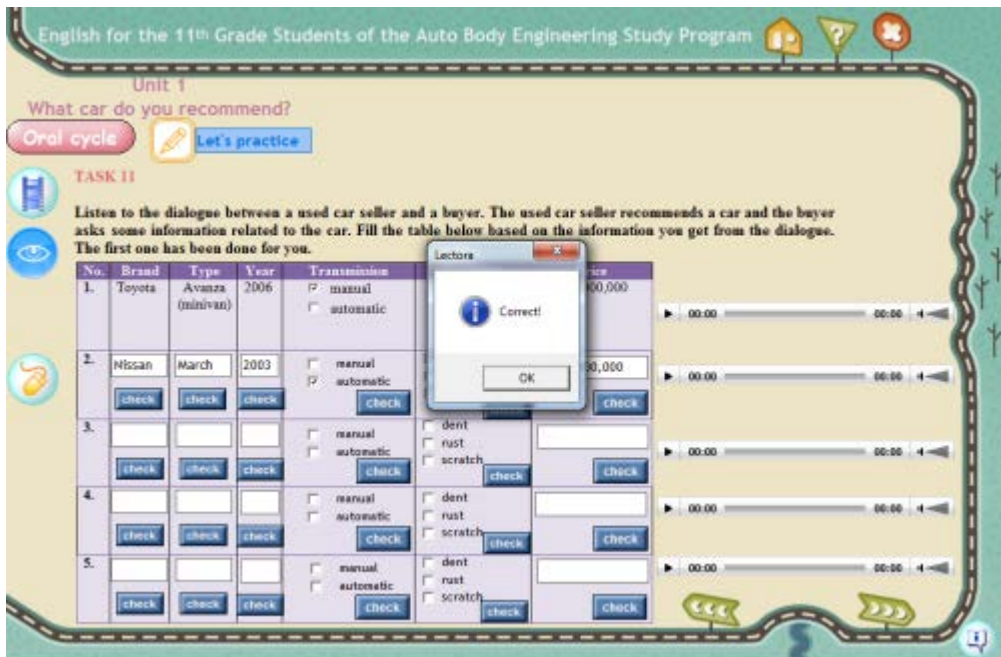


Figure 144: Answer Feedback (8)



Figure 145: Answer Feedback (9)

Figure 143, 144, and 145 show some examples of the tasks that give a feedback in the form of messages such as “Correct!” or “You answered the question incorrectly”. After the students input their answers on the screen, a small pop-up window will be shown on the screen depends on whether the answer is correct or not.

#### 6. Adding a grammar check button

As shown in figure 146, a grammar check button was added in the writing task to provide the students with a hyperlink to check their writing. By clicking on the button, the students will be linked to a grammar check website <http://spellcheckplus.com>. Students then need to copy and paste their writing to the box on the website as shown in Figure 147. After clicking on the “Check Text” button, the website will show the mistakes in two highlight colors. The words highlighted

with yellow show the mistakes in the grammar use, while the ones highlighted with red show the mistakes in the spelling. By hovering the mouse to the highlighted area, students can see the explanation related to every mistake they made on their writing. Figure 148, 149, and 150 show the results of the grammar check website.

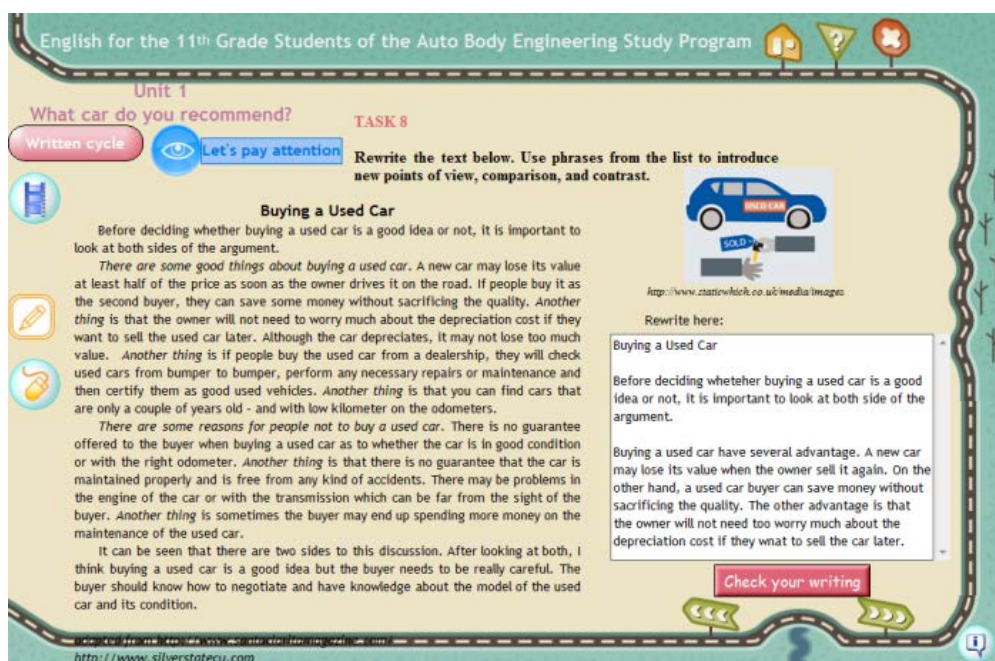


Figure 146: Grammar Check Button (1)



Figure 147: Grammar Check Button (2)

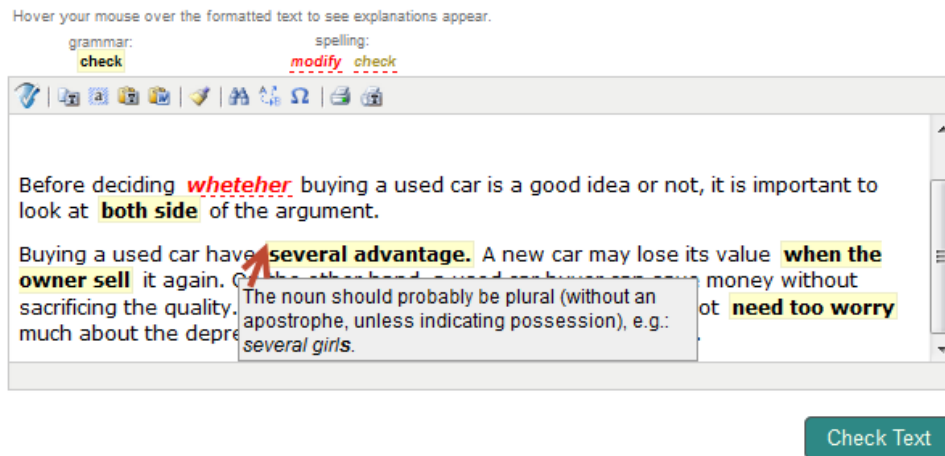


Figure 148: Grammar Check Button (3)

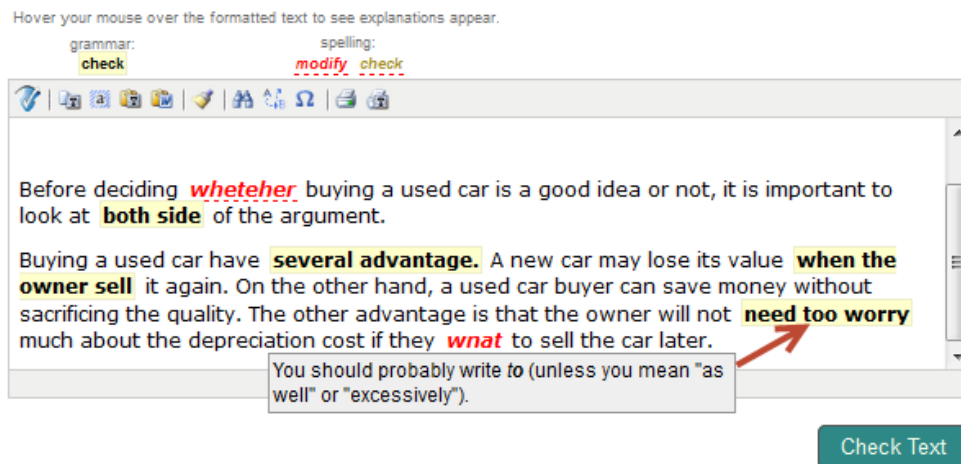


Figure 149: Grammar Check Button (4)

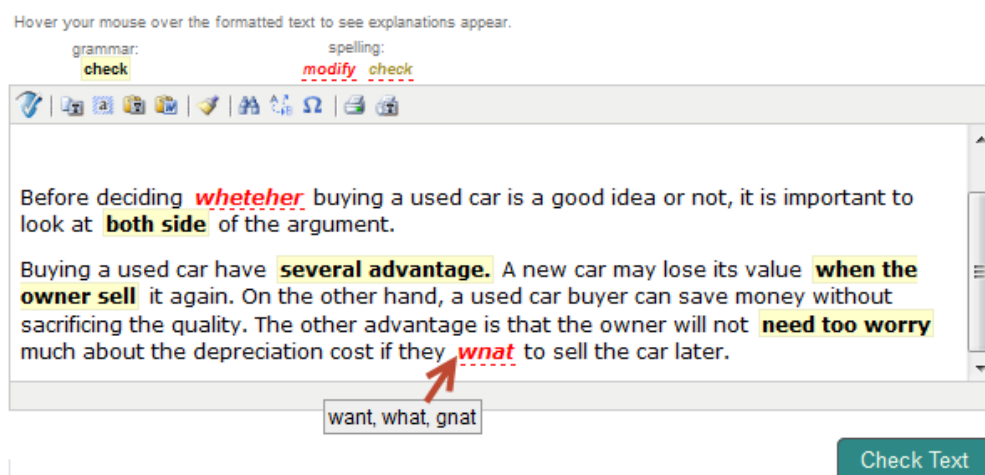


Figure 150: Grammar Check Button (5)

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter states the conclusions and suggestions of the research on “Developing English Interactive Learning Multimedia for the Eleventh Grade Students of the Auto Body Repair Engineering Study Program at SMK N 2 Sleman for Semester 2 in the Academic Year 2012/2013”.

#### **A. Conclusions**

The research applied ADDIE model proposed by Lee and Owens (2004) which consists of five common steps in the instructional design: Analysis, Design, Development, Implementation, and Evaluation. The objectives of this research are formulated into three aspects. Firstly, the researcher conducted an survey by giving questionnaires to the students and a document analysis to identify the students' needs. Secondly, the researcher created a design of the interactive learning multimedia based on the results of needs analysis. Thirdly, the researcher analyzed how the developed interactive learning multimedia can support the teaching-learning process.

Students' needs were analyzed in terms of the needs for learning materials and for learning multimedia. The result shows that students recognize that they need to learn English to prepare them for their future career. Based on this recognition, the students want and need to learn English related to their study program which is Auto Body Repair engineering. They also like various activities

and settings during their learning process. The setting of doing the activities can be in the form of individual or pair works. The students also see that teachers play a great role as a facilitator in the teaching-learning process.

The students' needs for a suitable learning multimedia is based on the lack of any suitable learning multimedia to support the students with materials related to their study program. The result showed that the learning materials used in the language laboratory (the audio and video) do not meet their needs in learning English related to Auto Body Repair engineering. On the other hand, the school actually has adequate facilities for applying the use of multimedia in the teaching-learning process. Based on the researcher's observation in the language laboratory and the survey with the students, it can be seen that the laboratory has good facilities and students enjoy the activities in the language laboratory.

The learning materials used in this interactive learning multimedia were developed for 2 basic competence: "expressing various kinds of intention" and "comprehending simple instructions". The expressions covered in the materials are about recommendation and help. Expressions in recommendation are divided into: 1) asking for a recommendation, 2) giving a recommendation, 3) accepting a recommendation, and 4) rejecting a recommendation. The expressions in help are also divided into: 1) asking for help, 2) giving help, and 3) refusing to give help. The materials also cover discussion and procedural written texts.

Based on the results of needs analysis and material analysis, the researcher decided that the contents cover five sections: Oral Cycle, Written Cycle, Vocabulary Enrichment, Glossary, and Summary.

The five sections in the interactive learning multimedia are mentioned below:

1. Oral Cycle

This cycle consists of listening and speaking activities.

2. Written Cycle

This cycle consists of reading and writing activities.

3. Vocabulary Enrichment

This section gives more explanation about the technical terms related to every unit.

4. Glossary

This section gives a list of vocabulary used in every unit. It provides the students with audio on how to pronounce the word and shows them the meaning in two languages, Indonesian and English.

5. Summary

This section provides the students with the summary of every unit that consists of the language functions and types of text in every unit.

Due to time limitation, the researcher decided not to implement the interactive learning multimedia to the students. The evaluation was conducted by asking for expert judgments. The materials in the developed interactive learning multimedia are organized into two cycles, i.e. oral and written cycles for two units. Each cycle has four learning stages as proposed in the genre-based English teaching, i.e. BKOF (Building Knowledge of the Field), MOT (Modelling of the



Text), JCOT (Joint Construction of the Text), and ICOT (Independent Construction of the Text). These learning stages are labeled as *Let's begin*, *Let's pay attention*, *Let's practice*, and *Let's do it* tasks. *Let's begin* tasks are to introduce the context and purposes of the expressions and written texts that are being learned in the unit. *Let's pay attention* tasks are to give the students some examples of the expressions and written texts, so they can investigate the structural patterns and language features. *Let's practice* tasks are to provide the students with some practice to construct their own expression and written text with some helps given by teachers. The students may work individually or in pairs and the given helps are gradually reduced to prepare the students to be more independent in using the language. *Let's do it* tasks are to provide the students with opportunity to use the language more independently.

## **B. Suggestions**

This research is expected to be able to give a valuable contribution to some parties who are engaged in the implementation or development of interactive learning multimedia. The researcher has some suggestions related to the development of interactive learning multimedia as follows:

### **1. for the students**

Students should engage themselves more with English related to their study program so that they can prepare for their future career.

2. for the English teachers

English teachers should integrate technology to enhance students' learning process. Technology is considered to have ability to improve students' motivation.

3. for the other researchers

This research can be a reference to conduct another research on the development of interactive learning multimedia. Some parts of the developed interactive multimedia still need more improvement and those can be some input for other researchers to make a better learning multimedia.

4. for the media designers

The result of the research can be used to encourage other learning media designers to develop interactive multimedia containing materials that meet students' needs, especially in the vocational high schools.

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# **APPENDIX A:**

## **MATERIALS**

1. Course Grid
2. Learning Materials

**Course Grid for Materials in the Interactive Learning Multimedia for the Eleventh Grade Students of  
the Auto Body Repair Engineering Study Program at SMK N 2 Sleman**

**Grade** : XI  
**Semester** : 2  
**Standard of Competence** : Communicating in English equivalent to elementary level  
**Basic Competence** : 2.5. Expressing various kinds of intention  
 2.6. Comprehending simple instruction

| Title of Unit                                           | Learning Objectives                                                                                                                                                                                                                                                                          | Language Functions/<br>Genre Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Vocabulary                                                                                                                                                                                                                                              | Input Texts                                                                                                                                                                                                                                                                    | Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1:<br/>“What car do<br/>you<br/>recommend?”</b> | <p><b>Listening:</b><br/>Students are able to identify expressions used in asking for a recommendation, giving a recommendation, accepting a recommendation, and rejecting a recommendation.</p> <p><b>Speaking:</b><br/>Students are able to apply the expressions used in asking for a</p> | <p><b>Oral cycle:</b><br/>           a. Asking for a recommendation<br/>             - What do you recommend?<br/>             - What should I do?<br/>             - What do you think I should do?<br/>           b. Giving a recommendation<br/>             - I recommend...<br/>             - How about ...?<br/>             - If I were you, I would ...<br/>           c. Accepting a recommendation<br/>             - That sounds good.<br/>             - I think that'll work.<br/>             - Good idea.<br/>           d. Rejecting a recommendation<br/>             - I don't think that will work.<br/>             - I'm not sure about that.<br/>             - That's maybe not such a</p> | Auto repair shop<br>Automatic transmission<br>Cargo area<br>Crank handle<br>Dealership<br>Demonstrator car (demo car)<br>Dent<br>Garage<br>lot (ex: parking lot, used car lot)<br>Manual transmission<br>Mileage<br>Odometer<br>Polish compound<br>Rust | <p><b>Oral cycle:<br/>Dialogues</b><br/>           1. Buying a car 1<br/>           2. Buying a car 2</p> <p><b>Short dialogues</b><br/>           about asking for a recommendation, giving a recommendation, accepting a recommendation, and rejecting a recommendation.</p> | <p><b>Oral cycle:<br/>Building Knowledge of the Field:</b><br/>           Students are given a movie clip about a father and his daughter who are going to a used car lot to buy a used car.<br/>           Students are given several questions about the movie clip.</p> <p><b>Modelling of the Texts:</b><br/>           Students are given 2 dialogues about people going to a dealership or a used car lot to buy a suitable car.</p> |



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|  | <p>recommendation,<br/>giving a<br/>recommendation,<br/>accepting a<br/>recommendation,<br/>and rejecting a<br/>recommendation.</p> | <p>good idea.</p> | <p>Safety<br/>Scratch<br/>Tune-up<br/>Used car<br/>Workshop</p> |  | <p>Students are given several multiple choice questions about the dialogue.</p> <p><b><i>Joint Construction of the Texts:</i></b><br/>Students are given several short dialogues and they are asked to fill the blanks with the expressions they hear.</p> <p>Students are asked to complete the dialogue between a dealer and a customer with the expressions based on the given situation.</p> <p><b><i>Independent Construction of the Texts:</i></b><br/>Students are given role-play cards and situation. They are asked to work in pairs and take turns to do a role-play as a dealer and a customer.</p> |
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|  | <p><b>Reading:</b><br/>Students are able to identify the purpose, the generic structure, and the language features of a discussion text.</p> <p><b>Writing:</b><br/>Students are able to construct a discussion text based on the given situation and information.</p> | <p><b>Written cycle:</b><br/>Discussion text</p> |  | <p><b>Written cycle:</b><br/><b>Texts</b><br/>Text 1 and 2 are discussion texts describing the advantages and disadvantages of buying a new car and a used car.</p> <p><b>Thread in an internet forum</b><br/>The thread discusses the advantages and disadvantages of buying a demo car. There is a topic posted by a member and the other members give comments.</p> | <p><b>Written cycle:</b><br/><b><i>Building Knowledge of the Field</i></b><br/>Students are given a picture about a woman who is confused to buy a new car or a used car. Students are asked several questions about the advantages and disadvantages of buying a new car and a used car.</p> <p><b><i>Modelling of the Texts</i></b><br/>Students are given a discussion text about the advantages and disadvantages of buying a new car and a used car.</p> <p>Students are asked to classify the statements that show advantages and disadvantages into a given table.</p> <p><b><i>Joint construction of the Texts</i></b><br/>Students are given another text that show several points of view of buying a new car or a used car.</p> |
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|  |  |  |  |  | <p>Students are asked to summarize the advantages and disadvantages on the table.</p> <p>Students are asked to write a discussion text with the given guideline.</p> <p><b><i>Individual Construction of the Texts</i></b></p> <p>Students are given a thread of a car forum from the internet that discuss about buying a demo car.</p> <p>Students are asked to summarize its advantages and disadvantages based on the comments people give there.</p> <p>Students are asked to write a short comment on the forum that summarizes all comments.</p> |
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| <p><b>Unit 2:</b><br/><b>“Can you help me fix the problem?”</b></p> | <p><b>Listening:</b><br/>Students are able to identify expressions used in asking for help and responding to people asking for help (giving help or refusing to give help)</p> <p><b>Speaking:</b><br/>Students are able to apply the expressions used in asking for help and responding to people asking for help (giving help or refusing to give help)</p> | <p><b>Oral cycle:</b></p> <p>a. Asking for help<br/>- May I ask you a favour?<br/>- Can you help me...?<br/>- I'd be really glad if you could... .</p> <p>b. Giving help<br/>-Sure, what is it?<br/>-Yes. OK.<br/>-What do you need my help for?</p> <p>c. Refusing to give help<br/>-I'm sorry. Actually,..<br/>-I wish I could help, but...</p> | <p>Anti-clockwise<br/>Auto body repair<br/>Auto repair shop<br/>Clockwise<br/>Hold<br/>Lift<br/>Loosen<br/>Polish<br/>Push__ into __<br/>Put __ on __<br/>Put __ under __<br/>Remove<br/>Replace<br/>Rub<br/>Straighten<br/>Take __ off<br/>Take __ out<br/>Tighten<br/>Turn<br/>Undo</p> | <p><b>Oral cycle</b><br/><b>Dialogues</b><br/>4 dialogues about people asking for help and responding to it.</p> | <p><b>Oral cycle</b><br/><b><i>Building knowledge of the field</i></b><br/>Students are given a movie clip about a man who is having a problem with his car and looking for some help.</p> <p>Students are asked some questions related to the movie clip.</p> <p><b><i>Modelling of the Texts</i></b><br/>Students are given several dialogues about people asking for help and responding to it.<br/>Students are given True-False questions.</p> <p>Students are asked to observe and write how people on the dialogue ask for help and respond to it on the table.</p> <p><b><i>Joint Construction of the Texts</i></b><br/>Students are given dialogues about people asking for help and responding to it.</p> |
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|  |  |  |  |  | <p>Students are asked to fill the blanks with the expressions they hear from the dialogue.</p> <p><b><i>Independent Construction of the Texts:</i></b><br/> Students are asked to complete several short dialogues with the expressions of asking for help and responding to it based on the given situations.</p> |
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|  |                                                                                                                                                                                                                                                                        |                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|  | <p><b>Reading:</b><br/>Students are able to identify the purpose, the generic structure, and the language features of a procedural text.</p> <p><b>Writing:</b><br/>Students are able to construct a procedural text based on the given situation and information.</p> | <p><b>Written cycle:</b><br/>Procedural text</p> |  | <p><b>Written cycle</b><br/><b>Video</b><br/>The video shows a man telling about how to change a flat tyre.</p> <p><b>Illustrated instructions</b><br/>There are several instructions:<br/>-how to change a flat tyre<br/>-how to remove small dents on car</p> <p><b>A thread in an internet forum</b><br/>The thread discusses on how to remove shallow scratches on cars. There is a problem posted by a member and the other members give comments based on their experience with the same problem.</p> | <p><b>Written cycle</b><br/><b><i>Building knowledge of the field</i></b><br/>Students are given a movie clip about some repairmen repairing a damaged car.</p> <p>Students are asked some True-False questions related to the movie clip.</p> <p>Students are asked to observe the steps on repairing the damaged car and put them into the order based on the movie clip.</p> <p><b><i>Modelling of the Texts</i></b><br/>Students are given a video about a man telling how to change a flat tyre.</p> <p>Students are asked to study the essential vocabulary and the commands on the video.</p> <p>Students are asked to fill some blanks in the illustrated instruction on how to change a flat tyre. The blanks are filled with the words provided in the box.</p> |
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|  |  |  |  |  | <p>Students are given some pictures and description about minor damages on cars and how to remove a small dent on cars.</p> <p><b><i>Joint Construction of the Texts</i></b><br/> Students are given an illustrated instruction on how to do a hammer-and-dolly technique. Students are asked to fill the blanks with the words provided in the box.</p> <p><b><i>Independent Construction of the Texts</i></b><br/> Students are given a thread from an internet forum. The thread talks about a member who has problem with shallow scratches on his used car. The other members give some comments on hoe to fix the problem based on their experience. Students are then asked to make a procedural text on how to remove shallow scratches following the given guidelines.</p> |
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# Unit 1

## What car do you recommend?



In this unit, you are going to learn about:

- a. expressions used in:
  - asking for a recommendation;
  - giving a recommendation;
  - accepting a recommendation; and
  - rejecting a recommendation.
- b. discussion texts

## ORAL CYCLE

### Learning objectives:

1. **Listening**  
You will be able to identify the expressions used in asking for, giving, accepting, and rejecting a recommendation.
2. **Speaking**  
You will be able to apply the expressions used in asking for, giving, accepting, and rejecting a recommendation.

### Let's begin

#### Task 1

Watch the movie clip and answer the questions below.



1. Where did the conversation take place?
2. Do you know any place like this in your city? If yes, where?
3. Have you ever been to this place?
4. What kind of cars can people find in the video?
5. Who are the people in the video?
6. What were the people doing and talking about in the video?

## Let's pay attention

### Task 2

Listen to a conversation between 3 people: a father, his daughter, and a used car seller. The father and daughter are looking for a car for the daughter. Which car does the father choose at the end of the conversation? Answer the questions below based on the conversation.



- Where did the conversation probably take place?
  - At the mall.
  - At a new car showroom.
  - At a parking lot.
  - At a used car lot.
- Which car did the seller recommend?
  - A 1998 sedan.
  - A 1996 sedan.
  - A 1997 sedan.
  - A 1999 sedan.
- Why did the man recommend the sedan?
  - The car is not expensive, so it's a perfect vehicle for the young girl.
  - The car has a quite bad gas mileage but it is still good for a young driver.
  - The car has a beautiful design and it suits the young girl.
  - The car has a really good gas mileage and it is safe because it has dual airbags and anti-lock brakes.
- How did the girl respond to the recommendation of the sedan?
  - The girl rejected the sedan.
  - The girl didn't accept the sedan.
  - The girl seemed happy with the sedan.
  - The girl felt uncertain about the sedan.
- What do you think about the conversation? Does it have a surprising ending? How did the daughter react on his dad's choice?

**Task 3**

**Listen to conversation 1 once again while looking at the transcript. Observe how people ask for, give, and respond to a recommendation.**



A : Hi there, can I help you, folks?

B : I'm just browsing; seeing what's on the lot. My daughter wants a car for her birthday, you know how it is.

C : Dad! I'm sixteen already, and I'm like the only one at school who doesn't have a car!

A : She is right, you know. Kids these days all have cars. Let me show you something we just got in: a 1996 sedan. Excellent gas mileage, it has dual airbags and anti-lock brakes; a perfect vehicle for a young driver.

C : Dad, I love it! It's awesome! Can we get this one please?

B : I see. What can you tell me about this one?

A : Oh. That's just an old World War Two tank that we use for TV commercials. Now about this sedan...

B : Whoa..whoa..tell me more about this tank.

A : Well, sir. If you're looking for quality and safety, then look no further. Three inches of reinforced steel protect your daughter from short range missile attacks.

B : Does this sedan protect her from missile attacks?

A : It does not.

B : Well, I don't know. Let me sleep on it.

A : Did I mention that a tank is a tank?

B : I'll take it.

C : Dad!!

| asking for a recommendation | giving a recommendation | responding to a recommendation |                            |
|-----------------------------|-------------------------|--------------------------------|----------------------------|
|                             |                         | accepting a recommendation     | rejecting a recommendation |
|                             |                         |                                |                            |
|                             |                         |                                |                            |

## Task 4

Listen to a conversation between 3 people: a husband, his wife, and a used car seller. The couple is looking for a car for their family. Answer the questions below based on the conversation.



- What are the potential buyers' requirements about the car?
  - They want a small car just for both of them.
  - They want more room in the car because they have three children.
  - They want a strong car to travel on the rough ground.
  - They want a car with a big cabin to bring a lot of luggages.
- What type of car does the dealer firstly recommend?
  - A minivan.
  - An SUV.
  - A hatchback.
  - A double cabin car.
- What do the potential buyers feel about the first recommendation?
  - They agree with the recommendation.
  - They reject the recommendation.
  - They feel satisfied with the recommendation.
  - They accept the recommendation.
- Why does the dealer recommend another car?
  - The first car is too big to be used as a city car.
  - The first car is just too expensive.
  - The first car is not big enough for the whole family.
  - The car can carry much luggage.
- Which one is **not true** about the second recommendation?
  - The car can be a more flexible car for both traveling inside and outside the city.
  - The car has a big enough interior space.
  - The car can't move easily around the city roads.
  - The car is a typical family car.

## Task 5

**Listen to conversation 2 once again while looking at the transcript. Observe how people ask for, give, and respond to a recommendation.**

A : Hello, how can I help you?

B : We're looking for a car for our family. We're thinking of buying a used car instead of a new car.

A : What type of car are you looking for?

C : Hmm..we don't want a small car because we have 3 kids. So we need a bigger car. And we love travelling to different places such as beaches or other cities.

A : Ohh,,I see.

B : So, what car can you recommend for us?

A : How about buying a double cabin car? We have a 2005 Ford Ranger Double Cabin. It has two rows of seats for a driver and 4 passengers. It also has a big cargo area that can carry a lot of luggage that you want to bring during the trip.

C : I'm not sure about that. We need a big car but we still want a car that can go around the city easily. And I don't think that a double cabin car can move easily on the city roads.

A : So, maybe a minivan would be an ideal choice for you. There are some minivan cars here. We have Toyota Avanza and Daihatsu Xenia. We sell models from 2008 up to 2010. People like this type of car because it is flexible. Big enough for travelling to different places but still suitable for city-driving. This is a typical family car.

C : That sounds good. Can we take a look at the minivans you have?

A : Sure. Please follow me.

| asking for a recommendation | giving a recommendation | responding to a recommendation |                            |
|-----------------------------|-------------------------|--------------------------------|----------------------------|
|                             |                         | accepting a recommendation     | rejecting a recommendation |
|                             |                         |                                |                            |
|                             |                         |                                |                            |

## Task 6

Study the following expressions. These are various expressions on how people ask for, give, accept, and reject a recommendation. Practice the examples with your friend.

### Asking for a recommendation

What do you recommend?  
 What car can you recommend for us?  
 Do you have any recommendation?  
 What should I do?  
 What do you think I should do?  
 If you were me, what would you do?

### Giving a recommendation

I recommend ...  
 May I recommend ...  
 You may /might like to ...  
 I'd like to recommend...  
 You need a car which ...  
 How about ...  
 Have you thought/considered about ... ?  
 Why don't you buy a ... ?  
 If I were you, I would buy a ...  
 A ... would be ideal/perfect for you.  
 You should/ shouldn't buy a ....

### Accepting a recommendation

That sounds good.  
 I think that'll work.  
 Good idea.  
 I love it.  
 I'll take it.

### Rejecting a recommendation

I don't think that will work.  
 That's (maybe) not (such) a good idea because ...  
 I'm not sure about that.



**Examples:**

1. A : I'm looking for a station wagon car. Do you have any recommendation?  
B : I recommend this Toyota Alphard.  
A : Good idea. It's a great car.
2. A : I'm looking for a car which is easy to drive on the city roads.  
What do you recommend?  
B : Have you considered about buying a KIA Picanto?  
A : That sounds nice.
3. A : There is a scratch on the left fender. What should I do?  
B : How about giving it a polisher compound?  
A : I don't think that will work. It's not a shallow scratch.
4. A : I like adventure trips, so I need a car to travel on bad roads. If you were me,  
what type of car would you buy?  
B : If I were you, I would buy Toyota Fortuner. It's a really great SUV.  
A : I'm not sure about that. I need the one with a big cabin, such as a double cab.

## Let's practice

**Task 7**


**Listen to several short dialogues below. Fill in the blank with the dialogue you hear. After you fill in all the blanks, discuss your answers with a partner. Practice the dialogues together with a good intonation and pronunciation.**

1. 

A : I'm planning to buy a car for my son's birthday. What can you recommend me?  
B : How about buying him a Honda Jazz? It's a popular car for a young driver.  
A : That sounds good. I think he will like it.

2. 


A : My brother is thinking of modifying his car. What do you think?  
B : What's your brother's car?  
A : It's a 2000 Toyota white sedan.  
B : If I were your brother, I would paint it metallic blue.  
A : Wow! That's a great idea.

3. 

A : I think I need a car to run my business well. Do you know any suitable car for me?

B : Yes, you need a car with more rooms for keeping goods. There are some options: pick-up cars, double cabin cars, or vans.

A : I think I'm going to buy a pick-up car.

4. 

A : Hey! What happened?

B : I drove the car this morning and a motorcycle hit the side door. It has a long scratch now.

A : Oh, that's terrible.

B : Do you think I should go to an auto repair shop?

A : You shouldn't go there, I think. It seems to be just a shallow scratch. Look at here! It doesn't ruin the paint.

B : So what should I do?

A : Get some polisher compound! It can remove the scratch.

B : Alright. I'll get it soon.

## Task 8

**Work in pairs. Complete the dialogues between a customer and a used car dealer. After that, practice the dialogues with your partner. The first one has been done for you.**

1.

Dealer : Good afternoon. How can I help you?

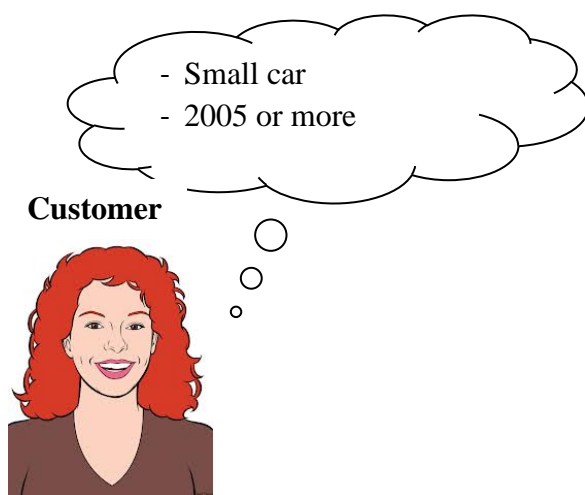
Customer : I'm looking for a small car, but it has to be from 2005 or more. (*telling the requirement*)

What can you recommend me? (*asking for recommendation*)

Dealer : Great. You might like to buy this one. (*giving recommendation*)

A 2006 Toyota Yaris. It has automatic transmission, so it's easy to drive. The condition is still good, too.

Customer : It looks good. (*accepting recommendation*)



picstopin.com



www.thetruthaboutcars.com

2006 Toyota Yaris  
Automatic transmission  
Good condition

2.

Dealer : What type of car are you looking for, sir?

Customer : \_\_\_\_\_ (*telling the requirements*)

Dealer : \_\_\_\_\_ (*giving recommendation*). It is a strong car and has good treatment from the previous owner.

Customer : \_\_\_\_\_ (*rejecting recommendation*) A 1995 car is quite old.

**Customer**



[www.howtodrawapp.com](http://www.howtodrawapp.com)

- Driving in bad road, in mountain
- An SUV car



[www.fivegears.com](http://www.fivegears.com)

1995 Daihatsu Taft  
Manual transmission  
Strong car  
Good treatment from the previous owner

3.

Dealer : Hi, are you looking for any certain car?

Customer : \_\_\_\_\_ (*telling the requirements*)

Dealer : \_\_\_\_\_ (*giving recommendation*). It has new paint and the engine is still in good condition.

Customer : \_\_\_\_\_ (*accepting recommendation*).

**Customer**



[www.toonpool.com](http://www.toonpool.com)

- Classic old car
- A car with cheerful character



[www.cardomain.com](http://www.cardomain.com)

1985 Volkswagen Beetle  
Manual transmission  
New paint  
Good condition of engine

4.

Dealer : Good morning, sir. May I help you?

Customer : \_\_\_\_\_ (*telling the requirements*)

Dealer : \_\_\_\_\_ (*giving recommendation*). It has a big space for 8 people. It is in good condition, no dent and no scratch.

Customer : \_\_\_\_\_ (*rejecting recommendation*) It looks too big for our garage.

**Customer**



[www.radiowiseinc.blogspot.com](http://www.radiowiseinc.blogspot.com)

- Family car
- A car which is less than 10 year ago



[www.tokobagus.com](http://www.tokobagus.com)

2005 Suzuki APV  
Manual transmission  
No scratch no dent  
Good condition  
Big space for 8 passengers

5.

Dealer : Good morning, sir. May I help you?

Customer : \_\_\_\_\_ (*telling the requirements*)

Dealer : \_\_\_\_\_ (*giving recommendation*). It has been modified into a sports car. This car has good engine for driving in high speed.

Customer : \_\_\_\_\_ (*accepting recommendation*).

**Customer**



[www.cartoonfaces.net](http://www.cartoonfaces.net)

- Driving in high speed
- Sports car



[www.tokobagus.com](http://www.tokobagus.com)

2003 Toyota Soluna  
Sporty modification  
Sporty exterior and interior  
Good engine  
Drive in high speed

## Task 9

Complete the dialogue between a buyer and a used car seller based on the information and pictures below. The buyer asks for a recommendation, while the used car seller gives a recommendation. The first one has been done for you.

- Janet Dawson is a 29-year old business woman. She loves driving. She also travels a lot for business and pleasure.



I love driving and I also travel a lot for business and pleasure. What do you recommend?

[http://inspiremany.com/wp-content/uploads/2011/07/cartoon\\_pic\\_black\\_girl-256x300.jpg](http://inspiremany.com/wp-content/uploads/2011/07/cartoon_pic_black_girl-256x300.jpg)

I'd like to recommend a sedan for you. You will like this 2007 Toyota Camry.



<http://www.uwlax.edu/faculty/ross/module1/Images/car4Sale.jpg>



**2007 Toyota Camry**

<http://cdn.caradvice.com.au/wp-content/uploads/2006/11/ToyotaCamrySportivoBlue.jpg>

- Sandra and Toby Reed have two small children. They like to go hiking, camping, and fishing.

We have two small children. We like to go hiking, camping, and fishing. \_\_\_\_\_ ?



<http://us.123rf.com/400wm/400/400/goodshotalan/goodshotalan1002/goodshotalan100200011/6464965-fun-family-hiking-cartoon.jpg>

You need a double cabin car which has 4 seats and a very big space in the trunk for all your adventure equipments. \_\_\_\_\_ .



<http://3.bp.blogspot.com/-KmnKtveG3is/UDyX-xN5oHI/AAAAAAAAAHN4/Z8qujwsADZA/s1600/Art%2B%257E%2BCartoon%2BDrawing%2B%257E%2BMan%2B%257E%2BAvatar%2B01-01-01%2B%257E%2BMe-747080.jpg>

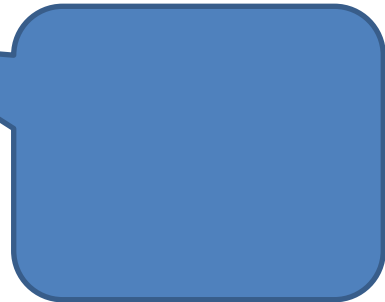


**2005 Mitsubishi Strada**

[http://cdn2.sulitstatic.com/images/2012/0708/203710447\\_203137855f54102a81d49f781358cc57bb68c25cc38b3e891.jpg](http://cdn2.sulitstatic.com/images/2012/0708/203710447_203137855f54102a81d49f781358cc57bb68c25cc38b3e891.jpg)



3. Tina Hills lives in a big city. She is looking for a city car which is easy to drive and park. She is stuck in a traffic jam a lot of time.



<http://www.uwlax.edu/faculty/ross/module1/images/car4Sale-2.jpg>



[http://img0.etsystatic.com/017/1/5350459/il\\_340x270.477817472\\_rgu6.jpg](http://img0.etsystatic.com/017/1/5350459/il_340x270.477817472_rgu6.jpg)



**2010 Suzuki Splash (automatic transmission)**

[http://upload.wikimedia.org/wikipedia/commons/4/44/Suzuki\\_Splash\\_front\\_20090309.jpg](http://upload.wikimedia.org/wikipedia/commons/4/44/Suzuki_Splash_front_20090309.jpg)

4. John Owens has a large family. He needs a car which has 8-9 seats.



[http://www.freevector.com/site\\_media/preview\\_images/FreeVector-Man-Vector-Avatar.jpg](http://www.freevector.com/site_media/preview_images/FreeVector-Man-Vector-Avatar.jpg)



<http://us.123rf.com/400wm/400/400/sorad/sorad1104/sorad110400065/9349488-car-dealer.jpg>



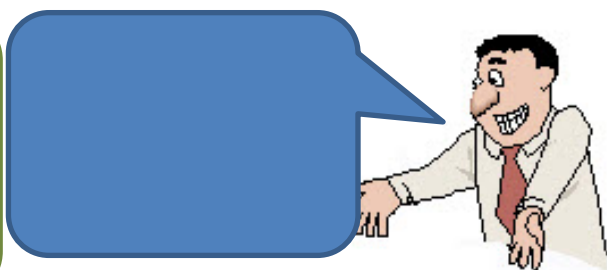
**2008 Honda Freed**

[http://upload.wikimedia.org/wikipedia/commons/5/59/2008\\_Honda\\_Freed\\_02.jpg](http://upload.wikimedia.org/wikipedia/commons/5/59/2008_Honda_Freed_02.jpg)

5. Edward Mitchell is a professional photographer. He likes adventures and travels on bad roads many times.



[http://s.cghub.com/files/Image/044001-045000/44501/107\\_max.jpg](http://s.cghub.com/files/Image/044001-045000/44501/107_max.jpg)



<http://www.uwlax.edu/faculty/ross/module1/Images/car4Sale.jpg>



**2008 Toyota Fortuner**

[http://images03.olx.co.za/ui/11/45/57/1341568101\\_410863857\\_4-2008-Toyota-Fortuner-3L-D4D-Vehicles.jpg](http://images03.olx.co.za/ui/11/45/57/1341568101_410863857_4-2008-Toyota-Fortuner-3L-D4D-Vehicles.jpg)

## Task 10

Complete the dialogue between a buyer and a used car seller based on the information and pictures below. The used car seller gives a recommendation, while the buyer may accept or reject the recommendation. The first one has been done for you.

1. A car seller recommends a coupe (1988 Toyota Celica) to a buyer, named Jessica Thomas. She likes the model but she is looking for a car that can carry more than 4 people.



How about buying this 1988 Toyota Celica?  
It's a coupe sports car and has an excellent engine.

<http://www.uwlax.edu/faculty/ross/module1/images/car4Sale-2.jpg>



**1988 Toyota Celica**

[http://stonebridgecars.com/vehicles/91101/014\\_large.jpg](http://stonebridgecars.com/vehicles/91101/014_large.jpg)

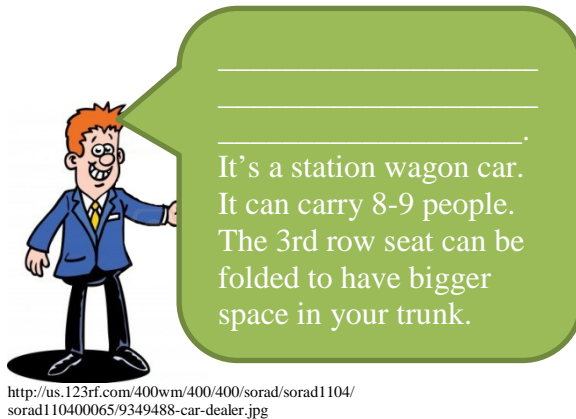
I'm not sure about that. It can only carry 4 people. I need a bigger car.



<http://t3.gstatic.com/images?q=tbn:ANd9GcREdO2I-pmgApGFuUYyvgXj5d9uafunQXvTK9HZd01pwvZWOBca>



2. A car seller recommends a station wagon (2008 Nissan Grand Livina) to a buyer, named John Reddy. He thinks that the car suits his family. He has a big family and also needs big space in the trunk.

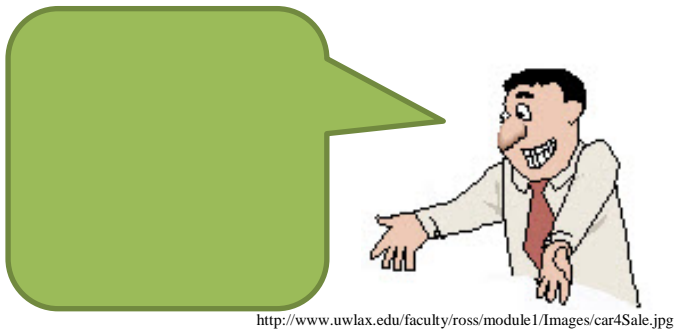


**2008 Nissan Grand Livina**

[http://upload.wikimedia.org/wikipedia/commons/1/10/Nissan\\_Grand\\_Livina\\_\(first\\_generation\)\\_\(rear\)\\_.Serdang.jpg](http://upload.wikimedia.org/wikipedia/commons/1/10/Nissan_Grand_Livina_(first_generation)_(rear)_.Serdang.jpg)



3. A car seller recommends a pick-up (2004 Isuzu D-max) to a buyer, named Tony Rogers. He needs a car to run his business well. He thinks that a pick-up can be used to deliver things, but it's not well-protected from rain.



**2004 Isuzu D-max**

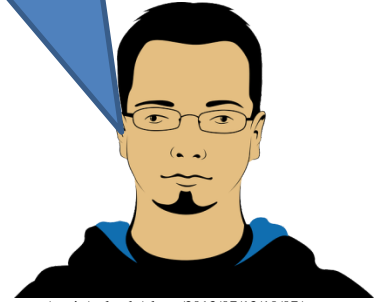
[http://images01.olx.co.ke/ui/12/19/00/1370772380\\_518391900\\_3-Isuzu-D-max-pick-up-2800-cc-diesel-engine-manual-in-excellent-condition-Cars.jpg](http://images01.olx.co.ke/ui/12/19/00/1370772380_518391900_3-Isuzu-D-max-pick-up-2800-cc-diesel-engine-manual-in-excellent-condition-Cars.jpg)



4. A car seller recommends a van (2007 Daihatsu Gran Max )to a buyer, named Tony Rogers. He thinks that a van is an ideal car to deliver things because it's safer than a pick-up.



<http://3.bp.blogspot.com/-KmnKtveG3is/UDyX-xN5oHI/AAAAAAAAAHN4/Z8qujwsADZA/s1600/Art%2B%257E%2BCartoon%2BDrawing%2B%257E%2BMan%2B%257E%2BAvatar%2B01-01%2B%257E%2BMe-747080.jpg>



[http://pixabay.com/static/uploads/photo/2013/07/13/10/07/man-156584\\_640.png](http://pixabay.com/static/uploads/photo/2013/07/13/10/07/man-156584_640.png)



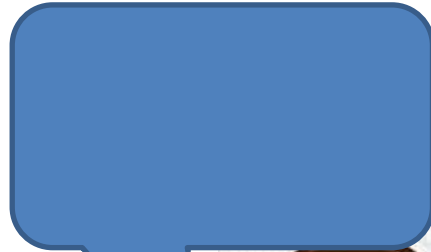
**2007 Daihatsu Gran Max**

<http://www.motortrader.com.my/news/wp-content/uploads/images/Cars/Images/DAIHATSU/Gran-Max-Van/PB123019.jpg>

5. A car seller recommends a hatchback (2005 KIA Picanto) to buyers, named Sussie Morrish. She thinks it's an interesting car but she needs bigger space in the trunk.



<http://www.uwlax.edu/faculty/ross/module1/images/car4Sale-2.jpg>



[http://img1.etsystatic.com/016/1/5350459/il\\_340x270.426485183\\_hw6e.jpg](http://img1.etsystatic.com/016/1/5350459/il_340x270.426485183_hw6e.jpg)



[http://upload.wikimedia.org/wikipedia/commons/2/29/Kia\\_Picanto\\_EX\\_Vorfacelift.JPG](http://upload.wikimedia.org/wikipedia/commons/2/29/Kia_Picanto_EX_Vorfacelift.JPG)

### Task 11

Listen to the dialogue between a used car seller and a buyer. The used car seller recommends a car and the buyer asks some information related to the car. Fill the table below based on the information you get from the dialogue. The first one has been done for you.

| No. | Brand  | Type                | Year | Transmission                                                          | Condition                                                                                          | Price          |
|-----|--------|---------------------|------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------|
| 1.  | Toyota | Avanza<br>(minivan) | 2006 | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch | Rp 100,000,000 |
| 2.  |        |                     |      | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch |                |
| 3.  |        |                     |      | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch |                |
| 4.  |        |                     |      | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch |                |
| 5.  |        |                     |      | <input type="checkbox"/> manual<br><input type="checkbox"/> automatic | <input type="checkbox"/> dent<br><input type="checkbox"/> rust<br><input type="checkbox"/> scratch |                |

### Transcript 1

**Dealer** : Hello. How may I help you?  
**Buyer** : Hello. I'm looking for a used car.  
**Dealer** : Alright, madam. What type of car are you looking for?  
**Buyer** : I want a car which can carry 8-9 people.  
**Dealer** : OK. I'd like to recommend you a Toyota Avanza.  
**Buyer** : Is it a minivan?  
**Dealer** : Yes, it is.  
**Buyer** : Nice. I think a minivan is a good idea. How much is the price?  
**Dealer** : It's Rp 100,000,000 , madam.  
**Buyer** : How is the condition of the car?  
**Buyer** : The car is manufactured in 2006. The car has manual transmission. It has only small scratches on the rear bumper.

**Transcript 2**

**Dealer** : Hello. How can I help you?  
**Buyer** : Hello. I'm looking for a city car which is easy to drive.  
**Dealer** : Alright, madam. Have you considered about buying a car with automatic transmission?  
**Buyer** : What car can you recommend to me?  
**Dealer** : You may like this Nissan March. It was manufactured in 2003 and has automatic transmission.  
**Buyer** : How is the condition?  
**Dealer** : It only has a small dent on the left wing but it can be fixed easily.  
**Buyer** : And how much is the price?  
**Dealer** : It's Rp 80,000,000, madam. It's a good price for an automatic car.

**Transcript 3**

**Dealer** : Hello. May I help you?  
**Buyer** : Hello. I'm looking for a car to run my business. I need it for delivering things to other city.  
**Dealer** : Alright, madam. So, how about buying a van or pick-up?  
**Buyer** : I think a van is better.  
**Dealer** : OK. This Daihatsu Gran Max would be ideal for you.  
**Buyer** : What year is it?  
**Dealer** : It was manufactured in 2008. The car is still in good condition.  
**Buyer** : And how much is the price?  
**Dealer** : It's Rp 76,000,000

**Transcript 4**

**Dealer** : Hello. How may I help you?  
**Buyer** : Hello. I'm looking for a car which is strong for mountain roads.  
**Dealer** : Alright, madam. So, you need an SUV car.  
**Buyer** : Yes, sure. Do you have any recommendation?  
**Dealer** : If I were you, I would buy this Ford Ranger.  
**Buyer** : How much is the price?  
**Dealer** : It's Rp 127,000,000.  
**Buyer** : And how is the condition of the car?  
**Dealer** : It was manufactured in 2004. There's a bit rust on the fender but it can be fixed easily. And there's no other problem with the car. The engine still works perfectly well.

**Transcript 5**

**Dealer** : Hello. Can I help you?  
**Buyer** : Hello. I'm looking for a car which is good to travel for business and pleasure.  
**Dealer** : Alright, madam. A sedan would be an ideal choice for you.  
**Buyer** : I think so. What can you recommend me?  
**Dealer** : Why don't you buy this Honda Accord? It was manufactured in 2005.  
**Buyer** : How much is the price?  
**Dealer** : It's Rp 132,000,000.  
**Buyer** : And how is the condition of the car?  
**Dealer** : It only has a small dent on the right door and it can be fixed easily..

## Let's do it

### Task 12

You will do a role-play in pairs. Student A will be a used car seller, while student B will be a buyer. Look at the example below.



#### Role cards

##### Student A

You are a used car dealer. You have 4 used cars on the lot. Look at the collections you have and help the buyers to find a car that they want.

##### Student B

You want to buy a used car. The car has to be less than 5 years old. You need a car for your family. You have 2 sons but you love travelling with other relatives, too. Therefore, you will need a big car. Call a dealer to get some recommendation about the car.

Take a note about the cars being recommended by the dealer.

#### Worksheets

##### FORTUNE Used Car

|                                                                                     |                                                                                                          |                                                                                      |                                                                                            |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|  | 2006 Suzuki Swift<br>Automatic transmission<br>Some small dents and small scratches<br>Rp 120,000,000    |  | 2005 Hyundai Gets<br>Manual transmission<br>A dent in the side<br>Rp 85,000,000            |
|  | 2010 Honda Odyssey<br>Automatic transmission<br>Good condition, TV + camera<br>8 seats<br>Rp 368,000,000 |  | 2008 Toyota Corolla Altis<br>Manual transmission<br>No rust, small dents<br>Rp 165,000,000 |

##### Student B

| No. | Brand | Type | Year | Transmission | Condition | Price |
|-----|-------|------|------|--------------|-----------|-------|
| 1.  |       |      |      |              |           |       |
| 2.  |       |      |      |              |           |       |
|     |       |      |      |              |           |       |

**Listen to the conversation between a used car dealer and customer. The transcript is provided below.**



- Dealer** : Hello. This is Fortune Used Car. How may I help you?
- Buyer** : Hello. I'm looking for a used car.
- Dealer** : Alright, madam. What type of car are you looking for?
- Buyer** : Hmm.. I want a car which is less than 5 years old.
- Dealer** : Let me see what we have here. Oh, I'd like to recommend you a 2008 Toyota Corolla Altis or 2010 Honda Odyssey.
- Buyer** : Are they sedan?
- Dealer** : Toyota Corolla Altis is a sedan, but Honda Odyssey is a minivan. So Honda Odyssey will be a great choice if you need a bigger space and more seats. Eventhough it's big, it still looks elegant. Do you need a big car or a small car?
- Buyer** : I think a big car is better for me. Well, nice. A minivan is a good idea. How much is the price?
- Dealer** : It's Rp 368,000,000, Sir.
- Buyer** : Woww..That is too expensive for a used car.
- Dealer** : The car is quite new as it is from 2010. The car has automatic transmission so it will be easy to drive. It is still in a good condition, plus it has a wonderful interior such as a camera and TV.
- Buyer** : Ohh..I'm not sure if I need the TV and camera for a car.
- Dealer** : You may come here to check the car and do the test drive, madam. You will love this car.
- Buyer** : Okay. I'll come there this afternoon.
- Dealer** : We're looking forward to it, Sir.
- Buyer** : Thank you and see you later.
- Dealer** : See you.

*After listening to the recommendation from the dealer (student A), the buyer (student B) completes the table below:*

| <b>Student B</b> |                      |             |             |                     |                                      |                |
|------------------|----------------------|-------------|-------------|---------------------|--------------------------------------|----------------|
| <b>No.</b>       | <b>Brand</b>         | <b>Type</b> | <b>Year</b> | <b>Transmission</b> | <b>Condition</b>                     | <b>Price</b>   |
| <b>1.</b>        | Honda Odyssey        | Minivan     | 2010        | Automatic           | Good condition, TV + camera, 8 seats | Rp 368,000,000 |
| <b>2.</b>        | Toyota Corolla Altis | Sedan       | 2008        | Manual              | No rust, small dents                 | Rp 165,000,000 |
|                  |                      |             |             |                     |                                      |                |



### Task 13

**Work in pairs. Student A will be the dealer and student B will be the buyer. Look at the worksheet for your own role while doing the role-play.**

You are a used car dealer. The name of your dealership is "Dragon Used Car Dealer".

You have 8 used cars on the lot. Look at the list below and help the buyer to find a car they want.

#### *Worksheet for the dealer*



**2006 Toyota Avanza**  
Manual transmission  
Some rust  
Rp 107,000,000



**2010 Mazda 2**  
Automatic transmission  
Some small dents  
Rp 165,000,000



**2007 Toyota Camry**  
Automatic transmission  
Good condition  
Rp 220,000,000



**2011 Ford Fiesta**  
Manual transmission  
Some small dents  
Rp 148,000,000,-



**2005 Mazda RX-8**  
Manual transmission  
Good condition  
Rp 340,000,000



**2008 Nissan Grand Livina**  
Manual transmission  
Good condition  
Rp 128,000,000



**1997 Suzuki Katana**  
Manual transmission  
Some rust  
Rp 70,000,000



**2011 Daihatsu Xenia**  
Manual transmission  
Some rust, a dent in the side  
Rp 125,000,000



**Worksheet for the buyer**

You are a used car buyer. Choose your role play card below.

**Buyer 1**

You want to buy a used car.  
Call a used car dealer.  
Tell him/her that you are looking for a family car which is less than Rp 110,000,000.

**Buyer 2**

You want to buy a used car.  
Call a used car dealer.  
Tell him/her that you are looking for a sports car. You prefer one with soft colour.

You want to buy a used car.  
Call a used car dealer.  
Tell him/her that you are looking for a car which is less than Rp 130,000,000.

**Fill in the table below with the information that you get from the dealer.**

| No. | Brand | Type | Year | Condition | Price |
|-----|-------|------|------|-----------|-------|
|     |       |      |      |           |       |
|     |       |      |      |           |       |
|     |       |      |      |           |       |
|     |       |      |      |           |       |

## Task 14

**Work in pairs again. Now change the role. Student A will be the dealer and student B will be the buyer. Look at the worksheet for your own role while doing the role-play.**

You are a used car dealer. The name of your dealership is "Manitoba Used Car Dealers".

You have 8 used cars on the lot. Look at the list below and help the buyer to find a car they want.

### *Worksheet for the dealer*

|                                                                                                                                                                                       |                                                                                                                                                                                                     |                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>2005 Suzuki Escudo</b><br/>Manual transmission<br/>A bit of rust<br/>Rp 120,000,000</p>       |  <p><b>2011 Nissan Juke</b><br/>Automatic transmission<br/>Good condition<br/>Rp 185,000,000</p>                   |  <p><b>2007 Mazda 3</b><br/>Automatic transmission<br/>Some small dents<br/>Rp 128,000,000</p> |
|  <p><b>2008 Honda Jazz</b><br/>Automatic transmission<br/>A dent in the side<br/>Rp 175,000,000</p> |                                                                                                                   |  <p><b>2010 Suzuki APV</b><br/>Manual transmission<br/>Small dents<br/>Rp 125,000,000</p>     |
|  <p><b>2005 Honda CRV</b><br/>Automatic transmission<br/>A bit of rust<br/>Rp 153,000,000</p>      |  <p><b>2011 Toyota Hi Lux</b><br/>Double Cabin<br/>Manual transmission<br/>Good condition<br/>Rp 145,000,000</p> |  <p><b>2008 Honda City</b><br/>Manual transmission<br/>Good condition<br/>Rp 147,000,000</p> |



## WRITTEN CYCLE

### Learning objectives:

1. **Reading**  
You will be able to identify the purpose, the generic structure, and the language features of a discussion text.
2. **Speaking**  
You will be able to construct a discussion text based on the given situation and information.

### Let's begin

#### Task 1



When people buy a car, they may buy a new car or a used one. There are some considerations when people want to buy either a new car or a used one. Do you know the disadvantages and advantages?

To start, discuss with your friend the following considerations:

- the price of a new car and a used car



<http://www.softwareduit.com/images/nampukan100ribu.jpg>

- the condition of a new car and a used car?



[http://images.nadaguides.com/ChromeImageGallery/Expanded/Transparent/320/2013TOY010a\\_320/2013TOY010a\\_320\\_01.png](http://images.nadaguides.com/ChromeImageGallery/Expanded/Transparent/320/2013TOY010a_320/2013TOY010a_320_01.png)



<http://kereta.info/wp-content/uploads/malaysia-used-car.jpg>

- the company warranty ( Is there any warranty for a used car?)

## warranty ?

- the history of the used car ( Did the owner give good treatment? Has the car ever been in accidents?)



<http://us.123rf.com/400wm/400/400/abdulsatarid/abdulsatarid1109/abdulsatarid110900001/10483218-car-accident.jpg>  
<http://cloud.graphicleftovers.com/11976/68788/broken-cartoon-car.jpg>

- the technology of a new car and a used car



[http://www.csiro.au/~media/CSIROau/Flagships/Future%20Manufacturing/MTMT\\_RotatingBanner\\_set/AEC2.ashx?h=253&w=374](http://www.csiro.au/~media/CSIROau/Flagships/Future%20Manufacturing/MTMT_RotatingBanner_set/AEC2.ashx?h=253&w=374)

- the fuel efficiency



<http://smartercharger.com/wp-content/uploads/2013/04/how-to-reduce-fuel-consumption.jpg>

- the price when people want to resell the new car or used one in the future



<http://www.whatcar.com/car-leasing/images/uploads/car-depreciation.jpg>

The words in the box below may help you.

| Vocabulary               | POS | Meaning              |
|--------------------------|-----|----------------------|
| <b>depreciation cost</b> | n   | biaya penyusutan     |
| <b>electrical faults</b> | n   | masalah kelistrikan  |
| <b>full warranty</b>     | n   | garansi penuh        |
| <b>maintenance</b>       | n   | pemeliharaan (mobil) |
| <b>manufacturer</b>      | n   | pabrik               |
| <b>tune-up</b>           | n   | penyetelan           |

\*POS = parts of speech

**Let's pay attention.**

## Task 2

Read the text about advantages and disadvantages of buying a new car and a used car.



## Should people buy a new car or a used car?

There are a lot of questions involved in the process of buying cars. The first and simplest one is probably the most important: Should people buy a new car or a used car? Each year in the UK, the comparison of people buying used cars and people buying new cars is around three to one. There are some advantages and disadvantages of buying new cars versus used cars.

New cars have several advantages. They haven't been in any accidents and have no damage. Therefore, new cars will not need maintenance for the first several thousand miles. Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance items. **Besides that**, new cars will not need new tires, exhaust system, or brakes during the first few years. Buyers will be given full warranty for at least three years or even longer. **The other good reason** to buy new cars is the fuel efficiency.

**On the other hand**, new cars may also bring some disadvantages. It is true that most problems in modern cars is from the electrical faults. These problems are not easily fixed at the side of the road. **Another disadvantage** is the depreciation cost. If someone buys a new car and after a few years he wants to sell it, the price of the car will be decreased. Few new cars are worth more than half of the first price after three years, while many new cars will be worth only one-third of their first price.

Used cars also have several good points. They can be less expensive than new cars. **Besides that**, people will not need to worry much about depreciation price. Both new cars and used cars face problems with the depreciation price when the owners resell the cars. However, when someone buys a used car and after a few years later wants to resell it, the price will not be decreased too much.

**At the same time**, used cars may have several problems. Some used cars may come with several problems with the interior and exterior elements. That is why used cars may need to get some maintenance before people can use it. People may not be certain about the history of used cars whether they have been in an accident and what damages it caused.

It can be seen that new cars and used cars have their own advantages and disadvantages. In the end, I think that it is better to buy a new car if we can afford it. The main reason is because new cars will give us peace of mind. We do not need to worry about the condition of the cars.

*Adapted from <http://www.cars.com/> and <http://www.whatcar.com/>*

## Task 3

Based on the text you read, categorize the advantages and disadvantages of buying new cars and used cars. Drag and drop the boxes to the table.

| Buying a new car                                                |                                                                                           | Buying a used car                                                        |                                                                                 |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Advantages                                                      | Disadvantages                                                                             | Advantages                                                               | Disadvantages                                                                   |
| The car will get full warranty from the car company and dealer. | The car may not be worth a half of the first price if the owner decides to sell it later. | The buyer can afford to buy the car because the price is less expensive. | The car may need to get some big maintenance before it can be used comfortably. |
|                                                                 |                                                                                           |                                                                          |                                                                                 |
|                                                                 |                                                                                           |                                                                          |                                                                                 |

The buyer can afford to buy the car because the price is less expensive.

The buyer will not need to worry much about the depreciation cost.

The price of the car will not be decreased dramatically when the owner decides to re-sell it.

The car may need to get some big maintenance before it can be used comfortably.

The car may not be worth a half of the first price if the owner decides to sell it later.

The car doesn't have any damage because it never gets involved in any accidents.

The car will get full warranty from the car company and dealer.

The buyer may have uncertainty about the history of the car, such as bad treatment or accident.

The car will not need new elements of exterior and interior for the next few years.

The car may be difficult to be fixed at the side of the road, so the owner has to call the dealership for fixing it.

The car may have some damage on the interior and exterior elements.

The car may have problems caused by the electricity faults because the technology is usually modern.



## Task 4

## Task 4

Study the explanation below about a discussion text.

### Discussion Text

#### What is a discussion?

A discussion text gives the for and againts, the positive and negative, or the good points and the bad points about a topic. A discussion can be in spoken or written form. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.

Examples of discussion texts include: talkback radio, debates, current affairs interviews, letters to the editor, essays, newspaper articles.

#### Structure of the text:

1. An introductory paragraph that has a statement or question about the topic.
2. A series of paragraphs that give evidences, opinions, arguments for and against the topic.
3. A conclusion that gives a final point of view (opinion or recommendation), either for or against the topic.

#### Language/grammatical features:

1. The use of generic terms related to the topic
2. The use of words that show a comparison or a contrast

|                                                    |                                                          |
|----------------------------------------------------|----------------------------------------------------------|
| and<br>also<br>too<br>both ... and ....<br>same as | but<br>although<br>on the other hand<br>however<br>while |
|----------------------------------------------------|----------------------------------------------------------|

3. The use of words that link arguments and to introduce other points of view

|                                                            |                                                                                                    |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| although<br>despite<br>however<br>in spite of<br>therefore | even though<br>on the other hand<br>at the same time<br>another / the other reason<br>besides that |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|

4. The use of words that shows advantages and disadvantages/ good and bad points


|                                                                                                                                                  |                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <u>X</u> has several advantages.<br>The other good reason is ....<br>.... feature is a big plus point.<br><u>X</u> also has several good points. | <u>X</u> may bring some disadvantages.<br>The problem is ...<br><u>X</u> may have several disadvantages. |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|

## Task 5

Now let's look at the structure and language features of the previous text.

### Structure

- Introductory paragraph
- Opinions / arguments for buying a new car
- Opinions / arguments against buying a new car
- Opinions / arguments for buying a used car
- Opinions / arguments against buying a used car
- Conclusion / final comment



### Should people buy a new car or a used car?

### Language features

- Generic terms related to the topic
- Word that link arguments
- Word that shows a contrast
- Word that shows a comparison
- Phrase that introduces the other point of view
- Phrase that shows advantages and disadvantages.

There are a lot of questions involved in the process of buying cars. The first and simplest one is probably the most important: Should people buy a new car or a used car? Each year in the UK, the comparison of people buying used cars and people buying new cars is around three to one. There are some advantages and disadvantages of buying new cars versus used cars.

**New cars have several advantages.** They haven't been in any accidents and have no damage. **Therefore**, new cars will not need maintenance for the first several thousand miles. Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance items. **Besides that**, new cars will not need new tires, exhaust system, or brakes during the first few years. Buyers will be given full warranty for at least three years or even longer. **The other good reason** to buy new cars is the fuel efficiency.

**On the other hand**, new cars may also bring some disadvantages. It is true that most problems in modern cars is from the electrical faults. These problems are not easily fixed at the side of the road. **Another disadvantage** is the depreciation cost. If someone buys a new car and after a few years he wants to sell it, the price of the car will be decreased. Few new cars are worth more than half of the first price after three years, **while** many new cars will be worth only one-third of their first price.

**Used cars also have several good points.** They can be less expensive than new cars. **Besides that**, people will not need to worry much about depreciation price. **Both** new cars and used cars face problems with the depreciation price when the owners resell the cars. **However**, when someone buys a used car and after a few years later wants to resell it, the price will not be decreased too much.

**At the same time**, used cars may have several problems. Some used cars may come with several problems with the interior and exterior elements. That is why used cars may need to get some maintenance before people can use it. People may not be certain about the history of used cars whether they have been in an accident and what damages it caused.

It can be seen that new cars and used cars have their own advantages and disadvantages. In the end, I think that it is better to buy a new car if we can afford it. The main reason is because new cars will give us peace of mind. We do not need to worry about the condition of the cars.

Adapted from <http://www.cars.com> and <http://www.whatcar.com/>

## Task 6

Use the phrases from the box to link arguments and introduce other points of view. The first one has been done for you.

|             |                            |
|-------------|----------------------------|
| although    | even though                |
| despite     | on the other hand          |
| however     | at the same time           |
| in spite of | another / the other reason |
| therefore   | besides that               |

1.



[http://i.telegraph.co.uk/multimedia/archive/01673/Astra\\_1673454i.jpg](http://i.telegraph.co.uk/multimedia/archive/01673/Astra_1673454i.jpg)

New cars have never been in any accidents.

New cars have no damage.

New cars will not need maintenance for the first several thousand miles.

### Sentences:

New cars have never been in any accidents and have no damage. **Therefore**, they will not need maintenance for the first several thousand miles.

2.

3 advantages of buying a new car:

- 1) Only an oil change and a tune-up are required. Some manufacturers even cover the cost of routine maintenance items such as an oil change and tune-up.
- 2) New cars will not need new tires, exhaust system, or brakes during the first few years.
- 3) A good reason to buy a new car is the fuel efficiency.



### Sentences:

Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance items. \_\_\_\_\_, new cars will not need new tires, exhaust system, or brakes during the first few years. Buyers will be given full warranty for at least three years or even longer. \_\_\_\_\_ to buy new cars is the fuel efficiency.

3.

- New cars have several advantages.
- New cars may also bring some disadvantages.



### Sentences:

New cars have several advantages. \_\_\_\_\_, new cars may also bring some disadvantages.

- 4.
- It is true that most problems in modern cars is from the electrical faults. These problems are not easily fixed at the side of the road.
  - A disadvantage of buying a modern or new car is the depreciation cost.



<http://www.bmsport.com/media/wysiwyg/car-battery.jpg>



<http://www.whatcar.com/car-leasing/images/uploads/car-depreciation.jpg>

**Sentences:**

It is true that most problems in modern cars is from the electrical faults. These problems are not easily fixed at the side of the road. \_\_\_\_\_ is the depreciation cost.

- 5.
- Used cars can be less expensive than new cars.
  - People will not need to worry much about depreciation price.



<http://www.whatcar.com/car-leasing/images/uploads/car-depreciation.jpg>

**Sentences:**

They (used cars) can be less expensive than new cars. \_\_\_\_\_, people will not need to worry much about depreciation price.

- 6.
- Used cars also have several good points.
  - Used cars may have several problems.



<http://stringvisions.ovationpress.com/wp-content/uploads/2011/06/Good-Bad.jpg>

**Sentences:**

Used cars also have several good points. At the same time, used cars may have several problems.

**Task 7**

Use the phrases from the box to show a contrast and comparison. The first one has been done for you.

|                                                    |                                                          |
|----------------------------------------------------|----------------------------------------------------------|
| and<br>also<br>too<br>both ... and ....<br>same as | but<br>although<br>on the other hand<br>however<br>while |
|----------------------------------------------------|----------------------------------------------------------|



<http://www.whatcar.com/car-leasing/images/uploads/car-depreciation.jpg>

1.

- Few new cars are worth more than half of the first price after three years.
- Many new cars will be worth only one-third of their first price.

**Sentences:**

Few new cars are worth more than half of the first price after three years, while many new cars will be worth only one-third of their first price.

2.

- New cars face problems with the depreciation price when the owners resell the cars.
- Used cars face problems with the depreciation price when the owners resell the cars.

**Sentences:**

\_\_\_\_\_ new cars \_\_\_\_\_ used cars face problems with the depreciation price when the owners resell the cars.

3.

- Both new cars and used cars face problems with the depreciation price when the owners resell the cars.
- When someone buys a used car and after a few years later wants to resell it, the price will not be decreased too much.

**Sentences:**

Both new cars and used cars face problems with the depreciation price when the owners resell the cars. \_\_\_\_\_, when someone buys a used car and after a few years later wants to resell it, the price will not be decreased too much.

**Task 8**

**Rewrite the text below. Use phrases from the list to introduce new points of view, comparison, and contrast.**

**Buying a Used Car**

Before deciding whether buying a used car is a good idea or not, it is important to look at both sides of the argument.

*There are some good things about buying a used car.* A new car may lose its value at least half of the price as soon as the owner drives it on the road. If people buy it as the second buyer, they can save some money without sacrificing the quality. *Another thing* is that the owner will not need to worry much about the depreciation cost if they want to sell the used car later. Although the car depreciates, it may not lose too much value. Another thing is if people buy the used car from a dealership, they will check used cars from bumper to bumper, perform any necessary repairs or maintenance and then certify them as good used vehicles. Another thing is that you can find cars that are only a couple of years old – and with low kilometer on the odometers.

*There are some reasons for people not to buy a used car.* There is no guarantee offered to the buyer when buying a used car as to whether the car is in good condition or with the right odometer. *Another thing* is that there is no guarantee that the car is maintained properly and is free from any kind of accidents. There may be problems in the engine of the car or with the transmission which can be far from the sight of the buyer. *Another thing* is sometimes the buyer may end up spending more money on the maintenance of the used car.

It can be seen that there are two sides to this discussion. After looking at both, I think buying a used car is a good idea but the buyer needs to be really careful. The buyer should know how to negotiate and have knowledge about the model of the used car and its condition.

adapted from <http://www.santaclaritamagazine.com/> <http://www.silverstatecu.com/>



## Let's practice

### Task 9

Read the text below. It gives some information about the advantages and disadvantages of buying a new car or a used car based on several points of view. Based on the article, summarize the advantages and disadvantages on the table below.

#### Buying A New Car or A Used



[www.dmv.org](http://www.dmv.org)

Some very wealthy people have never bought new cars in their lives. On the other hand, some people refuse to buy used cars regardless of their financial situation. After all is said and done, it really depends on the personality and goals when deciding between new and used cars. The 20/20 rule applies - 20 percent of people will never buy new cars, while 20% of people will never buy used cars. For the other 60%, this article is for you.

In this article, we will take a look at some advantages and disadvantages of buying a new and used car based on several point of views.

#### 1. Selection

If you buy a new car from a dealership, you can look at the catalogue and order the car that you want. At the same time, for popular vehicles, it is definitely possible to find a used car. The internet makes it simple for someone to search around the corner or across the country for that perfect used car. However, the available options are not as many as new cars.

#### 2. Price

New cars lose 10%-20% or more of its value when they go on the street, whereas low mile used cars which are 1 or 2 years older than the new one can be dramatically less expensive. It can be said that used cars are normally cheaper than new cars.

#### 3. Peace of Mind

When you buy a new car, you can get the new car's smell and everything is in perfect condition. In contrast, when you buy a used car, you take the risk of getting that car and not knowing the bad things that might happen to the car in the past.

#### 4. Value

Vehicles are not like homes. For vehicles, they depreciate or lose value regardless of what happens to the market. Some depreciate less than others, but no matter what, every day makes it has less value than the day before. It means that when you buy a new car and you want to sell it again in the future, the price may be decreased dramatically. Compared with the new car, a used car may also lose its value but it is not as hard as the new car.

*Adapted from <http://voices.yahoo.com/car-buying-tips-pros-cons-cars-used>*



| Buying a new car |               | Buying a used car |               |
|------------------|---------------|-------------------|---------------|
| Advantages       | Disadvantages | Advantages        | Disadvantages |
| 1.               | 1.            | 1.                | 1.            |
| 2.               | 2.            | 2.                | 2.            |

### Task 10










Complete the paragraphs below and use the phrases that you have learned before.

- Buying a new car has two good points. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.
- In spite of its many advantages, buying a new car has several disadvantages. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.
- At the same time, buying a used car may also give several advantages. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.
- On the other hand, buying a used car also has several disadvantages. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

**Task 11**

Read the table below about the advantages and disadvantages of buying a used car from a dealer or private seller.

## Should People Buy a Used Car from a Dealer or Private Seller?

| <br>Dealer                                            |                                                                                                                                                          | <br>Private Seller                                 |                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advantages                                                                                                                             | Disadvantages                                                                                                                                            | Advantages                                                                                                                           | Disadvantages                                                                                                                                                                  |
| <b>1. Large selection</b><br>                        | <b>1. usually more expensive</b>                                                                                                                         | <b>1. Usually cheaper</b><br>                     | <b>1. A broken car from untrusted seller</b><br>                                           |
| <b>2. Used cars with good quality</b>                                                                                                  | <b>2. Unknown history of the car (poor treatment or accident)</b><br> | <b>2. There is more room for negotiation</b><br> | <b>2. No guarantee for maintenance or service</b>                                                                                                                              |
| <b>3. Guarantee for maintenance and service</b><br> |                                                                                                                                                          | <b>3. There is opportunity to know the history of the car from the owner.</b>                                                        | <b>3. Paperwork for the car (transfer of ownership) is the buyer's responsibility</b><br> |

**Task 12**

Work in pairs. Complete the text based on the information from the table. Use the guideline below.

## Should People Buy a Used Car from a Dealer or Private Seller?

Buying a used car is tricky business. Just the thought of dealing with a used car salesman in a dealership is enough to make most buyers get the headache. Even so, for those who hate the idea of even walking onto a dealership lot, there is always the option of private sellers. People can find private sellers just about anywhere – in newspapers, online, and cars with the “For Sale” sign on their rear window. Many buyers stick to the trusted dealer, while bargain hunters find benefits from private sales. The truth is that there are both advantages and disadvantages of buying from a dealership versus buying from a private seller.

\_\_\_\_\_ (Advantages and disadvantages of buying a new car) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Advantages and disadvantages of buying a used car) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Your opinion or recommendation) \_\_\_\_\_

\_\_\_\_\_




\_\_\_\_\_





## Let's do it

### Task 13 A

Read the following thread on a car forum <http://forums.whirlpool.net.au> . One of the members, Jessica, posted a thread about buying a demonstrator car\*.

\*Demonstrator cars (demo cars) are new cars that have been driven by employees, family members, or customers of the dealership for a few months. They usually have between 2,000 and 6,000 miles (3219 and 9656 kilometers) on the odometer, but they are not considered used vehicles.

|                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>User #358</b><br/><b>Jessica</b></p>   | <p>Guys</p> <p>Have anyone bought demonstrator cars before? Please share your opinion.</p> <p>How much cheaper normally it compares to brand new cars?</p> <p>I'm looking for Suzuki Swift to buy, mostly 2009-2010 years are very expensive , around \$14,000.</p> <p>I am thinking if I can get an almost new car for 15,000, why not?</p> <p>Thanks in advance!</p> <p style="text-align: right;"><b>Posted 2013-April-23, 7:07 pm</b></p> |
| <p><b>User #102</b><br/><b>Brandon</b></p>  | <p>For me, it depends on how much mileage it has on it. It means how much time the dealership staff has tried the car on the street. You should think twice to buy the car if it has a high mileage.</p> <p style="text-align: right;"><b>Posted 2013-April-23, 7:16 pm</b></p>                                                                                                                                                               |
| <p><b>User #331</b><br/><b>Jackie</b></p>   | <p>I test drove a demonstrator with 2000km on the odometer. Then I was sold a different car (same model and colour) with 5000km on the odometer and broken glass in the trunk. Thankfully, the dealer's service department fixed this problem at no charge.</p> <p>The message of the story is to test drive the actual car you are buying, and pick it up ASAP. Otherwise, you may regret your decision.</p>                                 |

|                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                          | <b>Posted 2013-April-23, 7:21 pm</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>User #271</b><br><b>César</b><br>    | <p>It depends on the car, but the big bonuses are that they are cheaper, don't have many km on them and usually come with extras. Plus, dealers LOVE to sell them so you usually can bargain with them.</p> <p>However, it is a demonstrator vehicle so it is not new and has likely been driven outside of the manufacturer.</p> <p>You may also pay CLOSE TO new prices but you have to risk yourself to get some damage on the demonstrator car.</p> |
|                                                                                                                          | <b>Posted 2013-April-23, 7:28 pm</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>User #234</b><br><b>Tamara</b><br>  | <p>I would rather pay a little extra and get a brand new car :) So I can get everything in perfect condition and I don't have to worry about the history of the car during the test drive.</p>                                                                                                                                                                                                                                                          |
|                                                                                                                          | <b>Posted 2013-April-23, 8:03 pm</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>User #101</b><br><b>Ibra</b><br>   | <p>A demonstrator car seems to be the best. You will usually have nice extra bonuses already added on, such as: radio and Air Conditioner :)</p>                                                                                                                                                                                                                                                                                                        |
|                                                                                                                          | <b>Posted 2013-April-23, 8:35 pm</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>User #365</b><br><b>Quinsy</b><br> | <p>Be careful of buying a demonstrator car! You don't know what accidents it has been through and what problems it has as a result of the test drives.</p>                                                                                                                                                                                                                                                                                              |
|                                                                                                                          | <b>Posted 2013-April-23, 9:05 pm</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |

**Task 13 B**

Summarize the advantages and disadvantages of buying a demonstrator car in the table below.

| Buying a demonstrator car |               |
|---------------------------|---------------|
| Advantages                | Disadvantages |
|                           |               |
|                           |               |
|                           |               |
|                           |               |
|                           |               |
|                           |               |

**Task 13 C**

Summarize all suggestions in the list below:

1.
2.
3.
4.

**Task 14**

Now, write some comments on the forum for Jessica. Tell about the advantages, disadvantages, suggestions, and your recommendation/opinion. Tell her whether you think buying a demonstrator is a good decision or not.

|                                                                                                 |                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div><div>User #791</div><div>(your name)</div><div><div>Your profile picture</div></div></div> | <div><div>(your comment for Jessica)</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>posted <div>(date), (time)</div></div> |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## VOCABULARY ENRICHMENT



People can go to a dealership to buy a used car. A dealership is a company that sells products. The dealership usually has many types of car on the lot. A used car lot is a wide area where a dealership parks the used cars so people can look around to choose the car they want.

There are many types of car. Different types of cars have different features. They are designed for different purposes. People buy cars based on their own needs and sometimes personality, too.



## A. Types of cars

**How many types of cars do you know? Study the types of cars below.**

1. **Coupe** = a two-door car with a **fixed** roof, a front row of seats, and with/without a smaller back row of seats. This car has a small interior volume or space.



2. **Convertible** = a car with a **flexible** roof that can be **folded** together, so that you can drive without it.



3. **Station wagon (US) or estate car (UK)** = a longer **vehicle** for larger families. Most of the time it has an **extended cargo area**.



4. **Sedan (US) or saloon (UK)** = a **common** car type with two rows of seats and four doors. The car has a separate **trunk (boot)** for luggage.



5. **Hatchback** = a car which has an **extra door** at the back which can be **lifted up** to allow things to be put in



6. **Sports car** = a car which is **low to the ground** with only two seats and a **powerful engine**



7. **Limousine** = a **large expensive** car, often driven by a **chauffeur** (= a person who drives a car for someone else)



8. **Van** = a **medium-sized vehicle** which is used especially for carrying goods and sometimes has no windows in the sides of the back half



9. **Minivan** = a **taller** car that is shaped like a van and it has up to three seat rows and can carry 8 or 9 people.



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10. **Sport utility vehicle (SUV)(US) or 4x4 (UK)**, read as “four by four” = a car which has a **four-wheel drive** and space like a minivan ; it is often an **off-road vehicle** made for travelling on **rough ground**



11. **Pick-up** = a car with an open part at the back in which goods can be carried



12. **Double cabin** = a four-door pick-up that **contains** 2 rows of seats for 4 people inside the car and has an **uncovered** pick-up area behind the passengers’ seats



### Exercise 1

Drag the labels on the right to the correct pictures below.



convertible

Sport Utility Vehicle (US)  
4x4 (UK)

coupe

double cab

station wagon (US)  
estate car (UK)

hatchback

limousine

minivan

pick up

sedan (US)  
saloon (UK)

sports car

van

### Exercise 2

Find cars which fit the descriptions below. Put more information about the cars.  
The first one is already done for you.

*coupe*      *convertible*      *station wagon / estate car*  
*sedan / saloon*      *hatchback*      *sports car*      *limousine*  
*van*      *minivan*      *SUV/ 4x4*      *pick-up*      *double cab*

Which car (s)...

- has/have lots of room for passengers?  
**Example:** *A minivan has lots of room for passengers because it can carry 8 to 9 people.*
- is/are good for driving on bad roads?
- is/are not suitable for large families?
- is/are perfect for hot, sunny weather?
- is/are ideal for small parking spaces?
- has/have only one passenger seat?
- Is/are good for transporting things?



## B. Exterior

Do you know the name of the parts of the car in English?

Parts of the car are categorized into “exterior” and “interior.

Let’s study them from the picture below.

This is Mazda RX-8. It is a new product from Mazda Company in 2013.

It has beautiful design.



- |                                     |                                                 |
|-------------------------------------|-------------------------------------------------|
| 1. roof                             | 11. gas tank lid (US), petrol flap or cap (UK), |
| 2. windshield (US), windscreen (UK) | 12. side mirror(US), wing mirror (UK)           |
| 3. windshield wiper                 | 13. side window                                 |
| 4. hood (US), bonnet (UK)           | 14. rear window                                 |
| 5. logo                             | 15. badge                                       |
| 6. headlight                        | 16. license plate (US), number plate (UK)       |
| 7. front bumper                     | 17. trunk (US), boot (UK)                       |
| 8. turn signal (US), indicator (UK) | 18. rear bumper                                 |
| 9. tire (US). tyre (UK)             | 19. exhaust pipe                                |
| 10. wheel trim                      | 20. rear light                                  |
|                                     | 21. door                                        |
|                                     | 22. door handle                                 |

### Exercise

Fill the blank with the words from the picture.



1. You open the \_\_\_\_\_ to look at the engine.
2. The \_\_\_\_\_ absorb small impacts in an accident.
3. Can you put my suitcases in the \_\_\_\_\_, please?
4. When it starts raining, you need to switch on the \_\_\_\_\_.
5. Police are looking for a red sports car with the \_\_\_\_\_ K 17 EMW.
6. A : “What model is that?”  
B : “I don’t know, I can’t see the \_\_\_\_\_ from here.”
7. It is important to inflate the \_\_\_\_\_ to the correct pressure before we start the trip today.
8. The Mercedes star is a well-known \_\_\_\_\_ .
9. The \_\_\_\_\_ should be changed when it starts to get rusted.
10. I wish all drivers would use their \_\_\_\_\_ when they want to turn right or left.

## C. Interior



- |                     |                    |
|---------------------|--------------------|
| 1. rear-view mirror | 9. seat belt       |
| 2. sun visor        | 10. handbrake      |
| 3. dashboard        | 11. horn           |
| 4. gearstick        | 12. steering wheel |
| 5. air vent         | 13. ignition       |
| 6. door handle      | 14. clutch pedal   |
| 7. door tray        | 15. brake pedal    |
| 8. car seat         | 16. accelerator    |

### Exercise

Type the part of car interior based on the numbers below.





## Glossary

| No. | Vocabulary                     | Pronunciation<br>(audio)                         | Parts of<br>Speech | Meaning                                                                                                                                                                              |
|-----|--------------------------------|--------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | auto repair shop               | /ɑː.tʃu<br>'bɑː.di<br>ʃɑ:p/                      | N                  | <i>bengkel perbaikan mobil</i><br>English:<br>An automobile repair shop (also known as a garage) is a repair shop where automobiles are repaired by auto mechanics and electricians. |
| 2.  | automatic transmission         | /ˌɑː.tə'mæt.ɪk<br>træns'mɪʃ.ən/                  | N                  | <i>transmisi otomatis</i><br>English:<br>a transmission that automatically changes the gears according to the speed of the car                                                       |
| 3.  | cargo area                     | /'kɑːr.gou<br>'er.i.ə /                          | N                  | <i>bagasi</i><br>English:<br>a space for storing goods in a vehicle                                                                                                                  |
| 4.  | crank handle                   | /kræŋk<br>'hæn.dl/                               | N                  | <i>engkol</i><br>English:<br>a hand tool consisting of a rotating shaft with parallel handle                                                                                         |
| 5.  | dealership                     | /'diː.ləʃ.ɪp/                                    | N                  | <i>Perusahaan penjual</i><br>English:<br>a company that has permission to sell a particular product                                                                                  |
| 6.  | demonstrator car<br>(demo car) | /'dem.ən.streɪ.tʃə<br>kɑːr/<br>/'dem.ou<br>kɑːr/ | N                  | <i>Mobil demo</i><br>English:<br>Demo cars are new cars that have been driven by the dealership's staff or as test-drive vehicles by interested customers.                           |
| 7.  | dent                           | /dent/                                           | N                  | <i>penyok</i><br>English:<br>a small hollow mark in the surface of something, caused by pressure or by being hit                                                                     |
| 8.  | garage                         | /gə'rɑːʒ/                                        | N                  | <i>bengkel</i><br>English:                                                                                                                                                           |

|     |                                     |                                |   |                                                                                                                                                                                   |
|-----|-------------------------------------|--------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |                                     |                                |   | a place where cars are repaired                                                                                                                                                   |
| 9.  | lot (ex: parking lot, used car lot) | /la:t/                         | N | <i>lahan (cth: lahan parkir, lahan penyimpanan mobil bekas)</i><br>English:<br>an area of land                                                                                    |
| 10. | manual transmission                 | /ˈmæn.ju.əl<br>trænsˈmɪʃ. ə n/ | N | <i>transmisi manual</i><br>English:<br>an automotive transmission consisting of a system of interlocking gear wheels and a lever that enables the driver to shift gears manually. |
| 11. | manufacturer                        | /ˌmæn.juˈfæk.<br>tʃə.ə/        | N | <i>pabrik</i><br>English:<br>a company that produces goods in large numbers                                                                                                       |
| 12. | mileage                             | /ˈmaɪ.lɪdʒ/                    | N | <i>Jumlah mil yang telah ditempuh</i><br>English:<br>the distance that a vehicle has travelled or the distance that it can travel using a particular amount of fuel               |
| 13. | odometer                            | /ouˈdɑː.mə.t̪ə/                | N | <i>odometer</i><br>English:<br>a device in a vehicle that measures and shows the distance it travels                                                                              |
| 14. | polisher compound                   | /ˈpɑː.lɪʃ.ə<br>ˈkɑːm.paʊnd/ /  | N | <i>bahan pemoles</i><br>English:<br>a substance used to smooth and shine the surface                                                                                              |
| 15. | rust                                | /rʌst/                         | N | <i>karat</i><br>English:<br>a reddish brown substance that forms on the surface of iron and steel as a result of decay caused by reacting with air and water                      |
| 16. | safety                              | /ˈseɪf.ti/                     | N | <i>keamanan</i><br>English:<br>a state in which or a place where you are safe and not in danger or at risk                                                                        |
| 17. | scratch                             | /skrætʃ/                       | N | <i>goresan</i>                                                                                                                                                                    |

|     |          |                 |   |                                                                                                                                                          |
|-----|----------|-----------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |          |                 |   | English:<br>a mark made by something sharp or rough that can cut or damage a surface                                                                     |
| 18. | tune-up  | / 'tu:n.ʌp/     | N | <i>penyetelan</i><br>English:<br>when you change the setting of particular parts of an engine, especially slightly, so that it works as well as possible |
| 19. | used car | /ju:st<br>kɑ:r/ | N | <i>mobil bekas</i><br>English:<br>a car that has been previously owned; not a new car                                                                    |
| 20. | workshop | / 'wɜ:k.ʃɑ:p/   | N | <i>bengkel</i><br>English:<br>a room or building where things are made or repaired using machines and/or tools                                           |

## Summary

### 1. Recommendation

#### Asking for a recommendation

What do you recommend?  
 What car can you recommend for us?  
 Do you have any recommendation?  
 What should I do?  
 What do you think I should do?  
 If you were me, what would you do?

#### Giving a recommendation

I recommend ...  
 May I recommend ...  
 You may /might like to ...  
 I'd like to recommend...  
 You need a car which ...  
 How about ...  
 Have you thought/considered about ... ?  
 Why don't you buy a ... ?  
 If I were you, I would buy a ...  
 A ... would be ideal/perfect for you.  
 You should/ shouldn't buy a ....

#### Accepting a recommendation

That sounds good.  
 I think that'll work.  
 Good idea.  
 I love it.  
 I'll take it.

#### Rejecting a recommendation

I don't think that will work.  
 That's (maybe) not (such) a good idea because ...  
 I'm not sure about that.

## 2. Discussion Text

### What is a discussion?

A discussion text gives the for and against, the positive and negative, or the good points and the bad points about a topic. A discussion can be in spoken or written form. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.

Examples of discussion texts include: talkback radio, debates, current affairs interviews, letters to the editor, essays, and newspaper articles.

### Structure of the text:

1. An introductory paragraph that has a statement or question about the topic.
2. A series of paragraphs that give evidence, opinions, arguments for and against the topic.
3. A conclusion that gives a final point of view (opinion or recommendation), either for or against the topic.

### Language/grammatical features:

1. The use of generic terms related to the topic
2. The use of words that show a comparison or a contrast

|                                                                                       |                                                                                             |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>and</b><br><b>also</b><br><b>too</b><br><b>both ... and ....</b><br><b>same as</b> | <b>but</b><br><b>although</b><br><b>on the other hand</b><br><b>however</b><br><b>while</b> |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|

3. The use of words that link arguments and to introduce other points of view

|                                                                                               |                                                                                                                |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>although</b><br><b>despite</b><br><b>however</b><br><b>in spite of</b><br><b>therefore</b> | <b>even though</b><br><b>on the other hand</b><br><b>at the same time</b><br><b>another / the other reason</b> |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

## Unit 2

### Can you help me fix this problem?



In this unit, you are going to learn about:

- a. expressions used in asking for help and responding to people asking for help
- b. procedural texts

**Learning objectives:****1. Listening**

You will be able to identify the expressions used in asking for help and responding to people asking for help (giving help or refusing to give help).

**2. Speaking**

You will be able to apply the expressions used in asking for help and responding to people asking for help (giving help or refusing to give help).

## Let's begin

**Task 1**

**Watch the video about a man who has a problem with his car. Answer the questions based on the video.**



1. Where did the scene take place?
2. What happened to the car?
3. Did the man know how to fix the problem?
4. What did the man do to get some help to fix the car?
5. How much money did he offer to people around him to fix it?
6. How did other people respond to him?
7. If you want to ask for some help politely, what should you say?

### Vocabulary

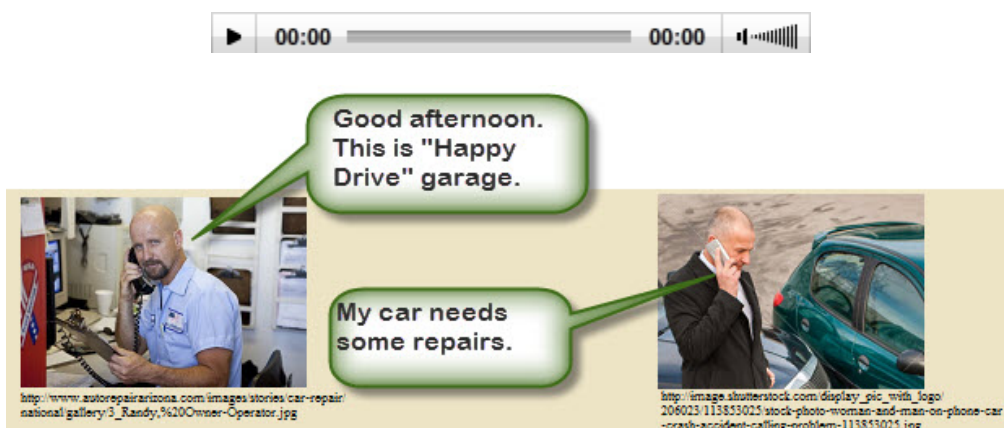
|                                                                                                                                                                                           |                                                                                                                                                                                       |                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><a href="http://www.tyrereviews.co.uk">www.tyrereviews.co.uk</a><br/>tire (US) /<br/>tyre (UK)</p> |  <p><a href="http://www.tumblr.com">www.tumblr.com</a><br/>flat tire (US) /<br/>flat tyre (UK)</p> |  <p><a href="http://www.made-in-china.com">www.made-in-china.com</a><br/>jack</p>      |
|  <p><a href="http://www.storelci1.com">www.storelci1.com</a><br/>crank handle</p>                      |  <p><a href="http://www.wheelpros.ca">www.wheelpros.ca</a><br/>nut / lug nut</p>                   |  <p><a href="http://www.radiumauto.com">www.radiumauto.com</a><br/>bolt / lug bolt</p> |



## Task 2

Listen to the dialogue below.

You will hear a dialogue between an auto repair shop's operator and a customer on the phone. Based on the dialogue, choose whether the statements below are true or false. Put a tick ✓ on the right column.



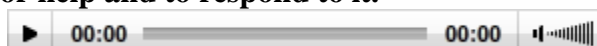
### No. Statements

- The conversation took place in a showroom.
- The car is manufactured by Honda.
- The man wanted to wash his car there.
- The car had problems with the bumper and door locks.
- The car repair will be completed on Wednesday afternoon.

| True | False |
|------|-------|
|      |       |
|      |       |
|      |       |
|      |       |
|      |       |

## Task 3

Listen to the dialogue again while looking at the transcript. Find some phrases from the dialogue used to ask for help and to respond to it.



(Telephone rings.)

- Operator : Good afternoon. This is "Happy Drive" garage. How can I help you?
- Customer : My car needs some repairs. I crashed it this morning and now the rear bumper is dented. Can I get it done here?
- Operator : Yes, I think we can help you, sir. Which year and model, please?
- Customer : It's a 2004 Hyundai Getz. It has an automatic transmission.
- Operator : OK. Why don't you bring it in later today and we'll have it done for you by Wednesday afternoon.
- Customer : Hmm..It would be really nice if you could finish it on Wednesday morning.
- Operator : Alright, Sir. We'll try to finish it in the morning instead.
- Customer : That's good. And at the same time, could you do something about the automatic lock? The left doors can't be locked automatically.
- Operator : Yes, we'll do that for you, sir.
- Customer : Great. Thank you.

| Asking for help | Response |
|-----------------|----------|
|                 |          |
|                 |          |

### Task 4

Listen to the dialogue below. You will hear a dialogue between a man and a woman on the phone. The woman has a problem with her car and she calls the man to get some help. Answer the questions below based on the dialogue.



1. What happened to the woman?
2. Why did the woman call the man?
3. Where was the woman when she called the man?
4. Why couldn't the man come to help the woman?
5. How did the man help the woman?
6. What tools are necessary to fix the problem?

### Task 5

Listen to the dialogue again while looking at the transcript. Find some phrases from the dialogue used to ask for help and to respond to it.



(Cellphone rings.)

- Dion : Hi, Emmy. What's up?
- Emmy : Hmm...I'm having a little problem here.
- Dion : Ohh, what's going on?
- Emmy : You know, I've got a flat tire and I have to pick up some guests at the airport in an hour.
- Dion : Really? Oh! You have a spare tire, don't you?
- Emmy : Yes, I do. I have a spare tire and all the tools here.. the jack and the wrench.
- Dion : That's good. You know how to change the flat tire, right?
- Emmy : Well..uhmm.. I watched the tutorial on YouTube before, but I've never done it myself.
- Dion : Oh girl, you should know how to change a flat tire at the moment you decide to drive a car.
- Emmy : Yes, you're right...But if you're not too busy, could you come over here and help me fix this, please?
- Dion : I'm really sorry. But I have a really important meeting in 5 minutes.
- Emmy : Ohh no, so what am I supposed to do now?
- Dion : Don't panic. Where are you now?
- Emmy : I'm at the office parking lot. And nobody's here.

Dion : Alright, I'm going to call a guy from the auto repair shop. He will come there to help you change the flat tire.

Emmy : Okay. That's a good idea. Can you tell him to get here as soon as possible? It's just so cloudy here. It might rain soon. And I also don't want to wait too long.

Dion : Sure. Well, I guess I have to go now. I will tell the guy to get there soon. I'll call you back later.

Emmy : Okay. Thanks. Good bye.

Dion : Bye.

| Asking for help | Response |
|-----------------|----------|
|                 |          |
|                 |          |

## Task 6

Study the expressions below and practice saying it.

We all need some help sometimes. In English, it is not polite to ask directly. So, there are many phrases that we can say before a request to 'soften' it.

When we are asking for a help, we will be happy if people say 'yes'. However, people may also say 'no' because of several reasons. They may be too busy or have other things to do so they can not help us sometimes.

| Asking for help                                      | Response                                |                                    |
|------------------------------------------------------|-----------------------------------------|------------------------------------|
|                                                      | Giving help                             | Refusing to give help              |
| If _____, may/can I ask you a favor?                 |                                         | I'm sorry. Actually, _____.        |
| Could you help me (verb)?<br>Can you help me (verb)? | Sure, what is it?<br>What's the matter? | I wish I could help you, but _____ |
| It's just that _____ .                               | What do you need my help for?           |                                    |
| It would really help me out if you could _____.      | Hmm, let me see.                        |                                    |
| I'd really appreciate it if you could _____.         | Well                                    |                                    |
| I'd really be glad if you could _____.               |                                         |                                    |

**Examples:****A. Asking for help****1. If (condition), may/can I ask you a favor?**

If you're not too busy, may I ask you a favor?

If it's ok, can I ask you a favour?

If you don't mind, may I ask you a favor?

If it's possible, can I ask you a favor?

**2. Could/can you help me (phrase)?**

Could you help me do my homework?

Can you help me carry this tool box?

Could you help me find the tools?

Can you help me prepare all the equipments?

**3. It's just that (reason).**

It's just that I don't know how to change the tyre.

It's just that this box is too heavy.

It's just that I can't find the manual book.

**4. I'd really \_\_\_\_\_ if \_\_\_\_\_**

I'd really *appreciate it* if *you could help me fix this.*

I'd really *be glad* if *you could show me how to remove the dent.*

**B. Responses****1. Giving help**

Sure, I wouldn't mind.

Sure, that's OK.

Sure, no problem.

Sure, that's fine.

**2. Refusing to give help**

I'm sorry, but I have an appointment now.

Sorry, I'm actually not feeling well today.

Well... I'd love to help you, but I have to go to work now.

## Let's practice

### Task 7

Listen to a dialogue between Deni and Bima, the students of Auto Body Repair Engineering study program. They are talking in the library. Fill in the blanks with the phrases you hear from the dialogue. Compare your answers with a partner.



[http://image.yaymicro.com/rz\\_512x512/0/814/two-guys-studying-in-library-814917.jpg](http://image.yaymicro.com/rz_512x512/0/814/two-guys-studying-in-library-814917.jpg)

- Bima : Hi, Deni. What are you up to?
- Deni : Oh! Hi, Bima. Well, I'm just reading a magazine. How are you?
- Bima : I'm good. I'm starting an internship next month.
- Deni : That's nice. Where is it?
- Bima : I'm going to do it in Solo. In a workshop named "Car Creative".
- Deni : I had my internship in Magelang last year and it was such a great experience. I observed how they fixed some damaged cars and did car modification.
- Bima : Cool. Well anyway, can I ask you a favor ?
- Deni : Sure, what is it?
- Bima : It's just that I have an assignment. It's a group assignment. I will work with 2 other partners.
- Deni : What is the assignment?
- Bima : Making a video about how to remove small scratches on cars.
- Deni : How can I help you with that?
- Bima : We need someone with more experience to discuss the content. Can we meet up this Sunday to discuss more about it?
- Deni : Well, let me see... Hmm, I may have something to do in the morning. Is it okay to do it at around 1 pm?
- Bima : Fine. That's perfect!

Listen to a dialogue between a customer and an auto repair shop's operator on the phone. Fill in the blanks with the phrases you hear from the dialogue. Compare your answers with a partner.



[http://www.apprenticesearch.com/userfiles/images/image/CdnTre\\_Wdbrdge.jpg](http://www.apprenticesearch.com/userfiles/images/image/CdnTre_Wdbrdge.jpg)

(Telephone rings.)

- Operator : Good morning. This is "Car Care" garage. How may I help you?  
 Customer : Could you book me in for a full service, please?  
 Operator : Certainly, madam. I just need to know the year and model.  
 Customer : I can't remember the year but it's a Honda Jazz with manual transmission.  
 Operator : I think I can fit you in tomorrow morning.  
 Customer : That would suit me well. And while you've got it, could you have a look at the brakes as well?  
 Operator : Yes, we always check everything thoroughly.  
 Customer : Thank you.  
 Operator : Thank you, madam. Have a great day.

### Task 9

Complete these short dialogues with expressions you learned from task 6. The first one has been done for you.

1.

- A : If you're not too busy, may I ask you a favor?  
 B : Sure, what is it?  
 A : It's just that this box is too heavy. Could you help me carry it to the store room?  
 B : OK. I can help with that.  
 A : Thank you so much.



[http://www.visualphotos.com/photo/2x4139943/model\\_released\\_heavy\\_lifting\\_man\\_attempting\\_to\\_lift\\_a\\_heavy\\_box\\_by\\_bending\\_his\\_body\\_over\\_and\\_down\\_F0011015.jpg](http://www.visualphotos.com/photo/2x4139943/model_released_heavy_lifting_man_attempting_to_lift_a_heavy_box_by_bending_his_body_over_and_down_F0011015.jpg)

2.

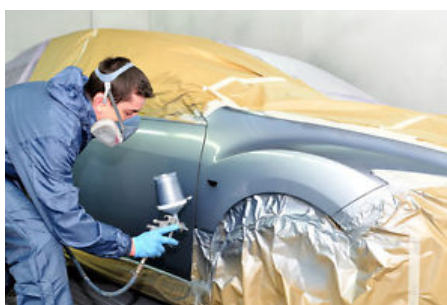
A : If you don't mind, can I ask you a favor?

B : \_\_\_\_\_ ?

A : It would really help me out if you could help me prepare the tools for finishing the painting process on this car.

B : \_\_\_\_\_ .

A : Thank you.



[http://i.ebayimg.com/00/s/NTY1WDg1MA==/z/KRsAAMXQSnVRZzlk/\\$T2eC16V,1j1E9s2fB+N5BRZzlkNmZw~60\\_35.JPG?set\\_id=880000500F](http://i.ebayimg.com/00/s/NTY1WDg1MA==/z/KRsAAMXQSnVRZzlk/$T2eC16V,1j1E9s2fB+N5BRZzlkNmZw~60_35.JPG?set_id=880000500F)

3.

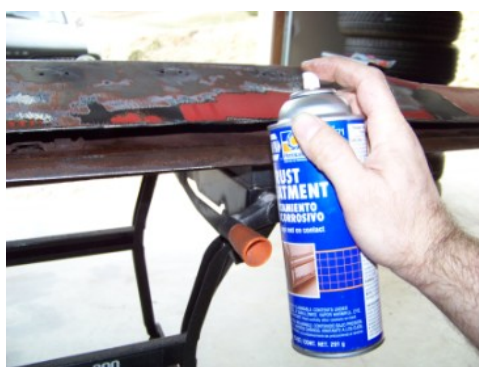
A : \_\_\_\_\_ do my report?

B : \_\_\_\_\_ ?

A : It's just that I don't really understand about the technique on repairing the rust on the car. Can you explain it to me?

B : \_\_\_\_\_ . Let's meet up this afternoon.

A : Sure. Thanks a lot.



[http://www.earlycuda.org/images/Tech/TrunkLid/100\\_2176.jpg](http://www.earlycuda.org/images/Tech/TrunkLid/100_2176.jpg)



4.

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A : If \_\_\_\_\_, could you help me?

B : \_\_\_\_\_?

A : I'd really be glad if you could help me fix the flat tire.

B : \_\_\_\_\_, but I have an appointment and I have to go now.

A : It's alright. Thank you.



<http://thumbs.dreamstime.com/z/flat-tire-old-car-30428959.jpg>

5.

A : If it's okay, \_\_\_\_\_?

B : \_\_\_\_\_?

A : It's just that I can't go to work today. Can you replace me today?

B : \_\_\_\_\_, actually I'm not feeling well today. I can't go to work either.

A : Oh, sorry... I hope you're getting better soon.



<http://www.sor.org/sites/default/files/images/0913%20NHS%20staff%20working%20when%20sick%20are%20a%20danger%20to%20patients%2013%3A09%3A11.jpg>

## Task 10

Complete the dialogues below with appropriate expressions in asking for help. Look at the example. Then, perform it with a partner.

1. Mahmud would like to ask for some help to Desta, his classmate. His motorcycle seems to have a problem with the engine and it doesn't want to start. He needs someone to pick him up to go to the school.

Mahmud : My motorcycle won't start. I think there's a problem with the engine. If it's okay, can you pick me up on your way to school this morning?

Desta : Oh my God! Why didn't you call me earlier? Sorry, but I'm already at school.

Mahmud : That's OK. I'll try to call someone else. See you at school.



[http://ramayana-motor.com/images/articles/98\\_motor-mogok.jpg](http://ramayana-motor.com/images/articles/98_motor-mogok.jpg)

2. The students of the Auto Body Repair Engineering study program are having a practicum on the car body painting. Aries is making a mixture for the paint and he needs someone to prepare the tools, such as the spray gun and the masker. He asks Tio to find the tools at the storage room.

Aries : \_\_\_\_\_

Tio : Sure, I'll take the tools now.

Aries : Thanks.



<https://www.oaklandcc.edu/apprenticeship/images/4%20guys%20painting%20car.jpg>

3. Siska is preparing for her internship in a car modification workshop. She wants to learn more about it before she has the internship. She goes to the library to look for some relevant books. 260

Siska : \_\_\_\_\_

Librarian : Well, let me see... We actually have four books about car modification. But I'm really sorry, they're all out. I will tell you if the books have been returned.

Siska : Thank you. I'll come back later then.



<http://us.123rf.com/student-asking-a-librarian.jpg>

4. Tiara will have a practicum examination next month. She will have to demonstrate how to straighten a damaged metal panel by using a hammer-and-dolly technique. She wants to ask Wibi, her senior, to teach her how to do it well.

Tiara : \_\_\_\_\_

Wibi : OK. I'll be free on Friday afternoon. I think we can use the school workshop to practice there.

Tiara : Thank you so much. Yes, I've already got some permission from Mr. Bagus to use the school workshop.



<http://www.jefflilly.com/fabrication/metal-work/fabrication-ford-fender45.jpg>

5. Rio works in a car modification workshop. One day, a customer tells him that he wants to change his car's tires. He also wants to paint the car metallic blue to make it look sporty.

Rio : \_\_\_\_\_

Customer : Sure, we will take care of them all.

Rio : Thanks! I hope you can finish it on Tuesday.



<http://www.sumopower.com/files/scoob1.jpg>

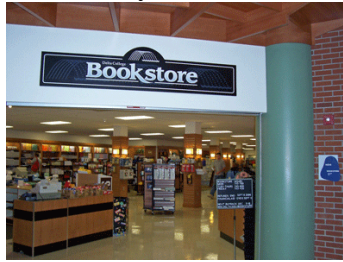
**Complete the dialogues below with appropriate expressions in responding to people who ask for some help. Look at the example. Then, perform it with a partner.**

- Hari asks Angga to accompany him to buy a book in a bookstore this afternoon. Angga cannot accompany him because he has already made an appointment with some friends.

Hari : I want to buy a book about Auto Body Repair. If you're free this afternoon, can you accompany me to go to the bookstore?

Angga : Sorry, I wish I could go with you but I have an appointment with some friends this afternoon.

Hari : That's OK. I'll try to ask someone else.



<https://www.delta.edu/images/Bookstore/BookstoreFront.gif>

- Ajeng works in an auto body workshop. A customer comes to repair some dents on the left doors because of an accident. Unfortunately, the dents are too difficult to fix and they need to be replaced with the new ones.

Customer : I know my car has serious dents because of the accident. But I'd really be glad if you could repair these.

Ajeng : \_\_\_\_\_

Customer : So they need to be replaced with the new ones? Well, I guess that's fine.



<http://www.team-bhp.com/forum/attachments/long-term-ownership-reviews/934904d1338537647-tata-indica-dlx-one-lakh-kms-beyond-rear-door-tinkered-dented-original-shape.jpg>

- Christina is Ryan's friend. Ryan has his own auto body workshop. One day, Christina crashed a gate when she was learning to drive a car. It gave some scratches on her car. She asks whether Ryan can help her remove the scratches. Those are just small scratches and it doesn't the paint, so Ryan can fix it easily.

Christina : Look at my car! I crashed it to the gate this morning. Now, it has some scratches on its wing. Could you help me remove it?

Ryan : \_\_\_\_\_

Christina : Thanks a bunch! I really appreciate your help.



<http://3.bp.blogspot.com/-PrY9XxCqYQ/UDNtnM17LI/AAAAAABdwUGygghh-hRA/s1600/Bumper+scuff.JPG>

4. Dinda is doing a practicum with her classmates about how to remove a small scratch on the metal panel. She needs a sandpaper to rub the scratch before polishing it. Candra, her friend, is going to a storage room to get it for himself. Dinda asks him to get it for her, too. Unfortunately, there is only 1 sandpaper left. Candra has an idea to just divide the sandpaper.

Dinda : Can you get sandpaper for me too?

Candra : \_\_\_\_\_

Dinda : That's a good idea. Okay, let's divide it.



<http://pad2.whstatic.com/images/thumb/e/e7/UseSandpaper-Step-4.jpg/670px-UseSandpaper-Step-4.jpg>

5. Galih and Yuhda are doing a practicum at the school workshop. They are working on removing some small dents on the car by using a hammer-and-dolly technique. Galih thinks that they need other various hammers so Yuhda looks for other hammers.

Galih : I think we need other hammers. This one is not suitable for the metal surface. If you're going to the storage room, can you find other hammers?

Yuhda : \_\_\_\_\_

Galih : Thanks.



[http://image.carcraft.com/ff/techarticles/9018851+w799+h499+cr1+ar0/ccrp\\_0702\\_08\\_z%2Blearn\\_how\\_to\\_fix\\_a\\_dent%2Bhammer\\_and\\_dolly.jpg](http://image.carcraft.com/ff/techarticles/9018851+w799+h499+cr1+ar0/ccrp_0702_08_z%2Blearn_how_to_fix_a_dent%2Bhammer_and_dolly.jpg)

**Learning objectives:**

1. **Reading**  
You will be able to identify the purpose, the generic structure, and the language features of a procedural text.
2. **Speaking**  
You will be able to construct a procedural text based on the given situation and information.

## Let's begin

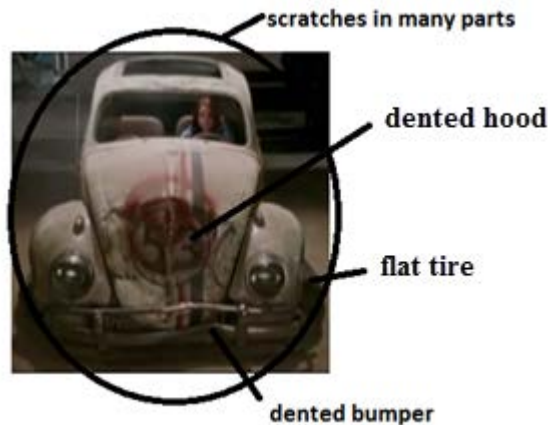
### Task 1 A

Watch the movie clip below and observe what happens in the garage. Based on the video, choose whether the statements below are true or false. Put a tick ✓ on the right column.



| No. | Statements                                                        | True | False |
|-----|-------------------------------------------------------------------|------|-------|
| 1.  | The scene took place in a showroom.                               |      |       |
| 2.  | The scene took place in a garage.                                 |      |       |
| 3.  | The girl came with many damages on the car.                       |      |       |
| 4.  | The car was in a bad condition.                                   |      |       |
| 5.  | The repairman used a hammer and dolly to fix the dent on the car. |      |       |
| 6.  | The repairman used a spray gun to paint the body of the car.      |      |       |
| 7.  | The car still used the old tire.                                  |      |       |
| 8.  | The repairman gave the car a new hood.                            |      |       |

Vocabulary:

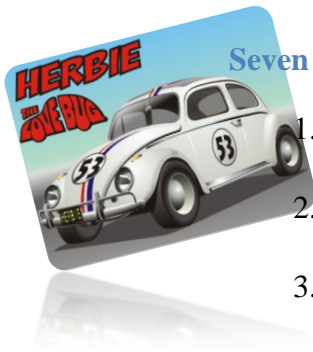




### Task 1 B

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Rearrange the steps done in repairing the car from the box on the right.  
Check your answers by watching the movie again



Seven steps to repair the car:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

check the machine

paint the body

put stickers on the body

prepare the tools

change the hood

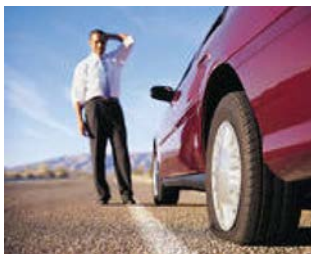
change the tire

check the interior

Let's pay attention

### Task 2 A

You will hear the words below mentioned in the video in task 2 B. Drag and match the words in the box with the pictures.



[vehicles.vivastreet.co.in](http://vehicles.vivastreet.co.in)



[www.eta.co.uk](http://www.eta.co.uk)



[manorservicecentre.co.uk](http://manorservicecentre.co.uk)





[www.123rf.com](http://www.123rf.com)



[www.zombie-guide.com](http://www.zombie-guide.com)



[www.dlsweb.rmit.edu.au](http://www.dlsweb.rmit.edu.au)



[www.made-in-china.com](http://www.made-in-china.com)



[www.wheelpros.ca](http://www.wheelpros.ca)



[www.radiumauto.com](http://www.radiumauto.com)

puncture/ flat tire

bolt / lug bolt

jack

nut / lug nut

wrench

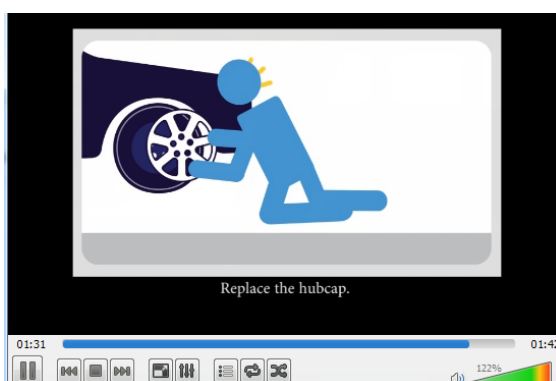
hubcap

screwdriver

spare tire

## Task 2 B

Watch the video on how to change a flat tire with a spare tire. Study the instructions on how to change a flat tire.



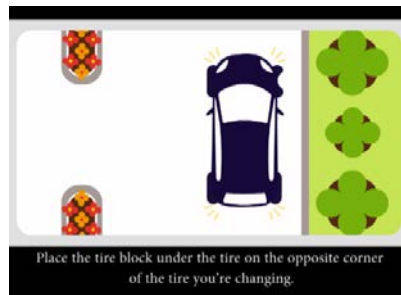
**Instructions on the video:**

- 1) Find a safe place to pull over and turn on your hazard.

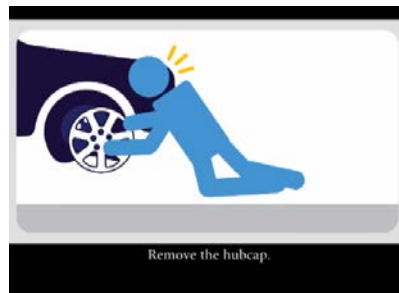


<http://images.wisegeek.com/man-with-disabled-car.jpg>

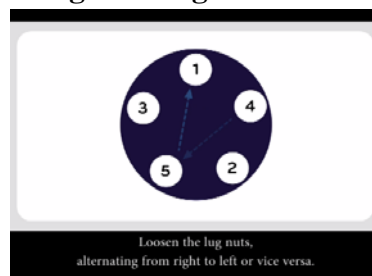
- 2) Place the tire block under the tire on the opposite corner of the tire you're changing.



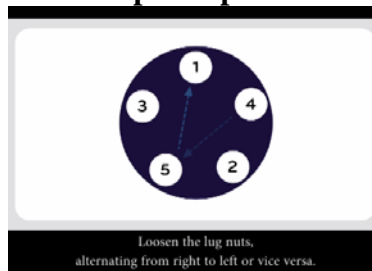
- 3) Remove the hubcap.



- 4) Loosen the lug nuts, alternating from right to left or vice versa.



- 5) Check the manual to find the best spot to position the car jack.



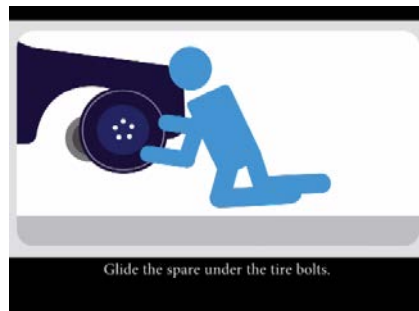
- 6) Use fluid, even strokes, to lift the car until the wheel is completely off the ground. 267



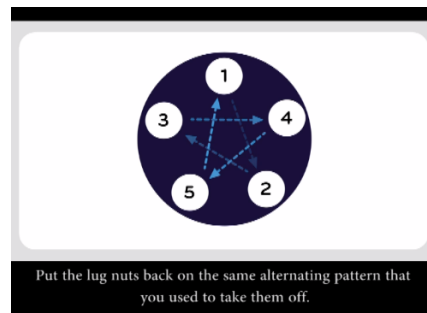
- 7) Remove the loosened lug nuts and remove the tire.



- 8) Glide the spare under the tire bolts.



- 9) Put the lug nuts back on the same alternating pattern that you used to take them off.

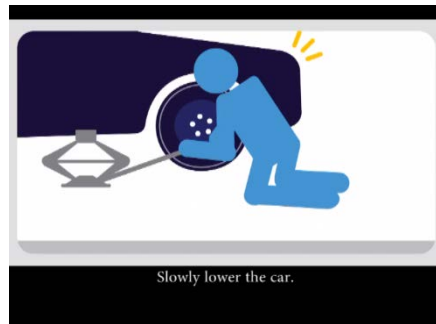


- 10) Tighten the lug nuts by hand as much as you can.

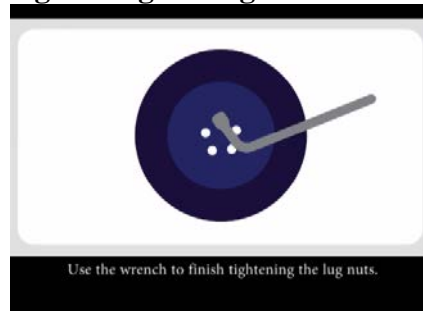


**11) Slowly lower the car.**

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**12) Use the wrench to finish tightening the lug nuts.**



**13) Replace the hubcap.**



Match the instructions with the pictures below.

- 1) Undo the lug nuts by turning them counter-clockwise.
- 2) Tighten the lug nuts by turning them clockwise.
- 3) Take off the hubcap.
- 4) Put on the hubcap.
- 5) Rotate the jack clockwise.

A



<http://i1.ytimg.com/vi/zjmDF686Nk8/maxresdefault.jpg>

B



<http://www.hsguide.net/images/books/661/8/page.h24.png>

C



<http://pictures.dealer.com/r/rickhendrickdodgecllc/0332/f9d29c460a0d028a00423da95cd8f83b.jpg>

D



<http://www.c-suvs.com/images/books/2427/04/index.8.gif>

E



<http://pictures.dealer.com/r/rickhendrickdodgecllc/0332/f9d29c460a0d028a00423da95cd8f83b.jpg>

F



<http://i1.ytimg.com/vi/w6xH78z3l08/hqdefault.jpg>

### Task 3 B

Change the underlined words with the synonyms from the box.

- 1) Undo the lug nuts by turning them counter-clockwise.
- 2) Tighten the lug nuts by turning them clockwise.
- 3) Take off the hubcap.
- 4) Put on the hubcap.
- 5) Rotate the wrench clockwise.

loosen

fasten

remove

insert

replace

turn

Match the instruction with the pictures below.

## Changing A Flat Tire: The Illustrated Guide

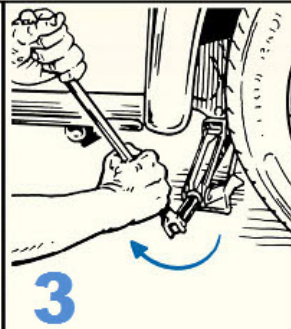


1

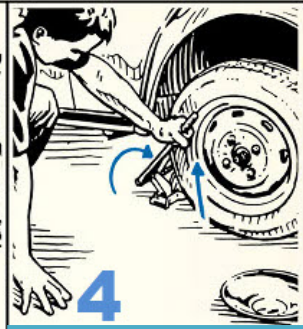
Park your car carefully on the flat ground. Put on the emergency brake and hazard lights, and then set up reflective warning triangle. Remove the tools needed from the car.



2



3

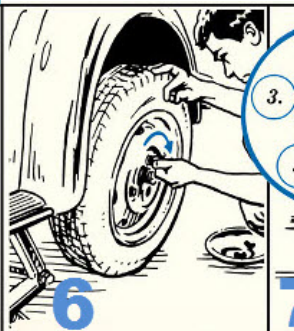


4

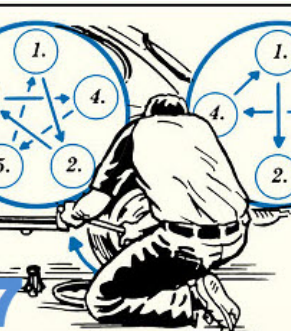
Turn the crank until the wheel is high enough above the ground to remove the tire. Don't put your hands or legs under the car—it could fall and injure you.



5



6



7

Lower jack until the wheel is firmly on the ground. Finish tightening your lug nuts with the lug wrench.



8

<http://content.artofmanliness.com/uploads/2012/08/Changing-Flat-2.jpg>

Remove lug nuts from wheel by turning them counter-clockwise, and keep them in your hubcap so they don't roll away. Remove the flat tire.

Remove the hubcap so you can get to the lug nuts. Loosen nuts with a lug wrench. Don't take them off yet.

Finally, after changing the flat tire with the spare tire, drive your car to a garage to fix the flat tire.

Place the spare tire on the car. Once wheel is on, replace the lug nuts and tighten them by hand and then with your lug wrench. Do not tighten them firmly yet.

Place the jack under the car. Check your user's manual for the correct placement. Turn crank clockwise to raise the car.



Study the explanation below.

## PROCEDURAL TEXT

A procedural text is a text which gives instructions on how to do something. There are some examples of procedural texts such as manuals, recipes, rules, and tips on how to do something.

### Features of a procedure

#### Structure of the text:

1. An introductory statement giving the aim or goal (title of the text or an introductory paragraph)
2. Materials needed for completing the procedure ( a list or a paragraph)
3. A sequence of steps in the correct order
  - Numbers can be used to show first, second, third, and so on.
  - Words such as now, next, and after this can be used.
  - The steps usually begin with a command such as add, stir, push.

#### Grammatical features:

1. Sentences that begin with verbs and are stated as commands
2. Time words or numbers that show the order for carrying out the procedure
3. Adverbs to describe how the action should be performed
4. Precise terms and technical language

### Chronological transition signals


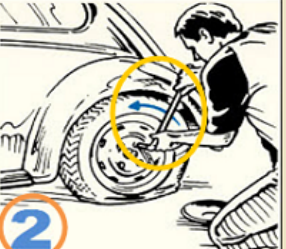
| Transition Word and Phrase |               |            | Subordinator |       | Other                 |
|----------------------------|---------------|------------|--------------|-------|-----------------------|
| First,                     | First of all, | Soon,      | After        | Since | The first step ...    |
| Second,                    | After that,   | Gradually, | As           | Until | In the second step... |
| Next,                      | Finally       | Meanwhile  | As soon as   | When  | On the third day...   |
| Now                        | Last          |            | before       | while | During the night...   |
| Then                       |               |            |              |       |                       |

Now let's look at the structure and language features of the previous text.

**Structure of the text:**

- 1.** introductory statement (shown in the title)
- 2.** materials needed for completing the procedure (shown in the illustrations)
- 3.** a sequence of steps in the correct order

### Changing A Flat Tire: The Illustrated Guide

**1**

Park your car carefully on the flat ground. Put on the emergency brake and hazard lights, and then set up reflective warning triangle. Remove the tools needed from the car.

**2**

Remove the hubcap so you can get to the lug nuts. Loosen nuts with a lug wrench. Don't take them off yet.

**Language features:**

1. sentences that begin with verbs and are stated as commands
2. time word that shows the order for carrying out the procedure
3. adverbs to describe how the action should be done
4. precise terms and technical language



## Task 6 A

Observe the various damages on the cars below. Fill the blanks with the kinds of damages (dent/rust/scratch).

### Damages on Cars



[www.ebtx.com](http://www.ebtx.com)

A dent on the left side of the front bumper and the left wing.



[bumpsandscuffs.com](http://bumpsandscuffs.com)

A scratch on the left side of the front bumper.



[http://seidnerscc.com/blog/wp-content/uploads/auto\\_body\\_rust.jpg](http://seidnerscc.com/blog/wp-content/uploads/auto_body_rust.jpg)

Some rust on the left door and left wing.



[http://static.coco.sensis.com.au/20120821t151908n00f0028/Protecting\\_my\\_car\\_against\\_rust\\_330x330.jpg](http://static.coco.sensis.com.au/20120821t151908n00f0028/Protecting_my_car_against_rust_330x330.jpg)

Some rust on the right side of the front bumper.



*Auto Body Repair Technology 5th Edition (2009)*

A major dent on the bonnet and right wing.



*Auto Body Repair Technology 5th Edition (2009)*

A major dent on the right wing and bumper.

### Task 6 B

Look at the picture below. Answer the questions about the picture.



[www.rpmdaily.co.uk](http://www.rpmdaily.co.uk)

### Questions

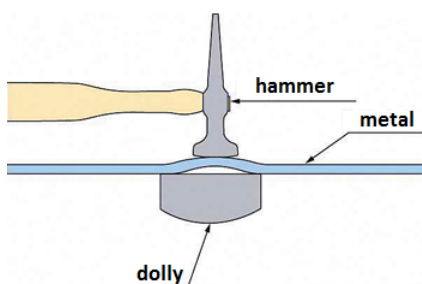
1. What's the problem with car A?
2. What's the problem with car B?
3. Do you know any auto repair technique to fix the problems with car A and B? Can you mention it?

### Task 7

Listen to the audio and fill in the blanks with signal words you hear from the audio. Discuss your answers with your partner.

#### How to Fix A Dent on the Cars

Some panels on the wrecked car can be difficult to repair. It depends on the level of the damage, whether it is a minor damage or a major damage. First of all, a repairman will check all of the damages. After that, he will decide whether the part of the car will be repaired or replaced. A minor damage on cars such as dents can be repaired by using hammer-and-dolly technique. The technique is used to basically straighten the metal. To begin with, a repairman should prepare a hammer and a dolly. Next, the repairman holds the dolly and put it under the damaged metal. The repairman then should hit the damaged metal with another hand holding the hammer to straighten it. The repairman should hit the metal in some area several times until the metal finally gets back to the normal shape.



[www.searchautoparts.com](http://www.searchautoparts.com)



[www.tachrev.com](http://www.tachrev.com)

## Let's practice

### Task 8

Fill in the blanks below with the words in the box.

### How do I change a flat tire?

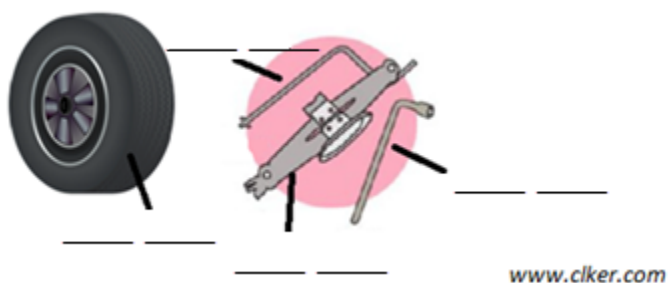
Step-by-step Guide to Changing a Tire



#### Caution!

Before proceeding, make sure your emergency brake is on and your car is on the flat ground.

Tools needed:



[www.clker.com](http://www.clker.com)

Instructions:



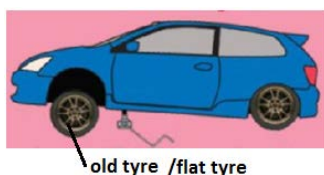
1. \_\_\_\_\_ the tools (a spare tire, crank handle, car jack, and wheel wrench) out of the trunk. The tools are kept under the carpet.



2. \_\_\_\_\_ the wheel bolts with the wheel wrench by turning it counterclockwise. Do not \_\_\_\_\_ the bolts completely.

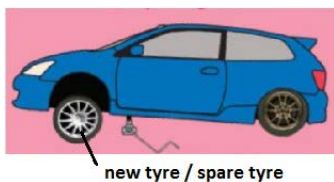


3. \_\_\_\_\_ the car jack under the car jack point. Insert the crank handle into the jack and \_\_\_\_\_ the car by turning it clockwise.

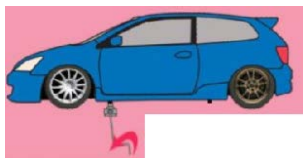


old tyre /flat tyre

4. When the car tire is lifted off the ground, continue to \_\_\_\_\_ all bolts and remove the old tire. Remove it by pulling the tire towards yourself.



5. \_\_\_\_\_ the spare tire on the car. Put the bolts back to hold the tire in place. Do not \_\_\_\_\_ the bolts yet.



6. \_\_\_\_\_ the car by turning the crank counterclockwise until the jack is fully closed and car is on the ground.



7. \_\_\_\_\_ the wheel bolts by turning the crank handle clockwise.

**Fill in the blanks with words below:**

|              |        |         |
|--------------|--------|---------|
| spare tire   | take   | remove  |
| crank handle | loosen | put     |
| car jack     | remove | tighten |
| wheel wrench | put    | lower   |
|              | lift   | tighten |

adapted from [www.dailyinfographic.com](http://www.dailyinfographic.com)

Fill in the blanks with the words in the box.

put  
hold

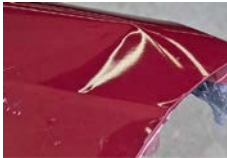
check  
use

hit  
decide

prepare  
put

## Hammer-and-dolly Technique to Remove Dents

1.



\_\_\_\_\_ the damage.  
\_\_\_\_\_ what technique you will use to repair it.

2.



If you want to use the hammer-and-dolly technique,  
\_\_\_\_\_ the tools needed (hammers and dollies).

3.



\_\_\_\_\_ the dolly with a hand and the hammer  
with another hand.

4.



\_\_\_\_\_ the dolly under the damaged metal.

5.



\_\_\_\_\_ the metal towards the dolly to straighten  
the damaged metal.  
Hit it several times until the shape changes.

6.



\_\_\_\_\_ a flat edge to check your progress.  
Stop when the metal is already in a normal shape.

7.



\_\_\_\_\_ the tools back to the box.

Read the text below about rust on cars and how to fix it.

## How to Remove Rust from a Car



[http://seidnerscc.com/blog/wp-content/uploads/auto\\_body\\_rust.jpg](http://seidnerscc.com/blog/wp-content/uploads/auto_body_rust.jpg)

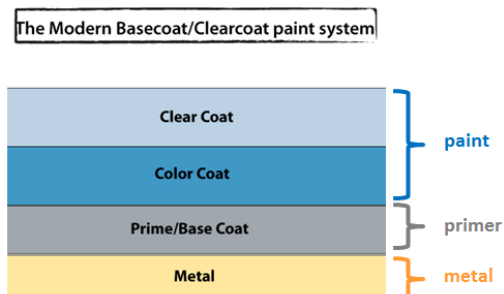
There are many reasons for a car to develop rust spots. The main reason is when the paint is broken or scratched through the primer coat, perhaps by stones on the road or a minor car accident, and the metal underneath is exposed to moisture and air, which causes the metal to oxidize. A rust spot increases and spreads with time, especially with rain. If there is some rust on the car, there are some steps to remove the rust from the car.

First of all, the repairman should take safety precautions when repairing the rust on the car. He should wear gloves, safety glasses and a dust mask. When repairing the rust, there will be fine rust and paint dust as well as paint spray everywhere. It may enter the eyes or lungs. The second step is to prepare all equipments such as masking tape, masking paper, sandpaper, sander, grinder, metal primer, and colour spray. Before starting to work on the rust, the repairman will cover up any parts of the car that don't want to get dusty. After that, he will remove the paint around the rust with a sander. He may start with 80 up to 180 grit to take off the paint, primer, or any light rust on the metal. Then, he will switch to a metal grinder for removing the thick rust. After all primer, paint, and rust are removed, the next step is to apply primer coat and colour coat (paint). The primer has to be ideal for painting on bare metal. The colour coat may be from a colour spray that matches the colour of the car. To apply primer coat, the repairman will firstly prepare the surface by wiping the area with paint thinner and then spray the area with primer. After the primer gets dry, he will sand the area with 400-grit wet sandpaper. Next, he will spray the paint over the primer until it reaches nice color. Finally, the repairman will allow the paint to cure for about 48 hours before washing and polishing the car.

adapted from <http://www.wikihow.com/Remove-Rust-from-a-Car>



<http://www.rvrustprotection.com/wp-content/uploads/2010/01/Rust.jpg>



<http://4.bp.blogspot.com/-iA3IEYIurZQ/UNKkzpNUY6I/AAAAAAAAAXY/VLy3GII1VxE/s1600/modernpaintsystem.jpg>



**Task 10 B**

Work in pairs. Complete the equipments needed and steps to fix rust on cars.

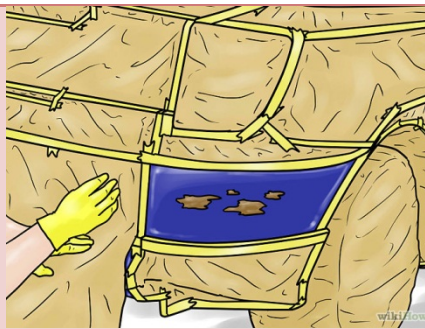
## How to Remove Rust from a Car

### Tools Needed:



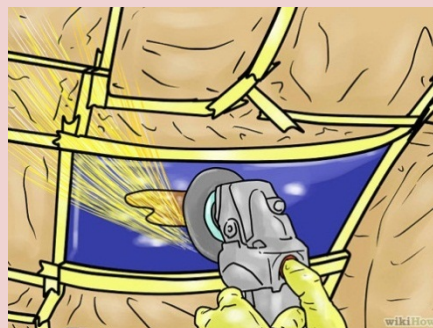
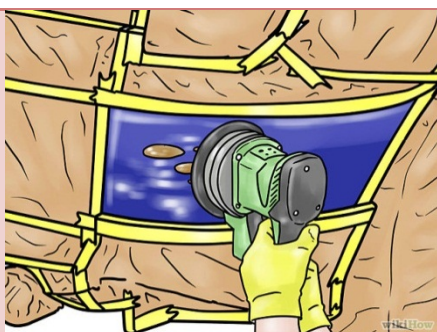
1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

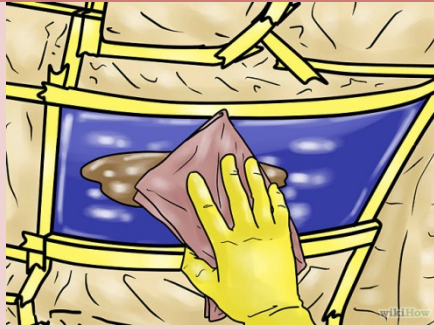
4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





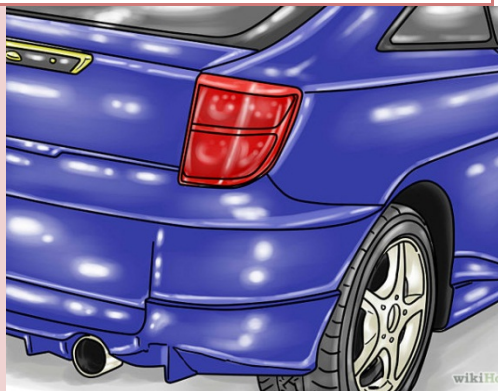
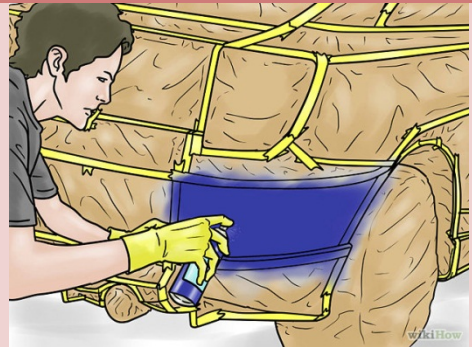
7. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



8. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



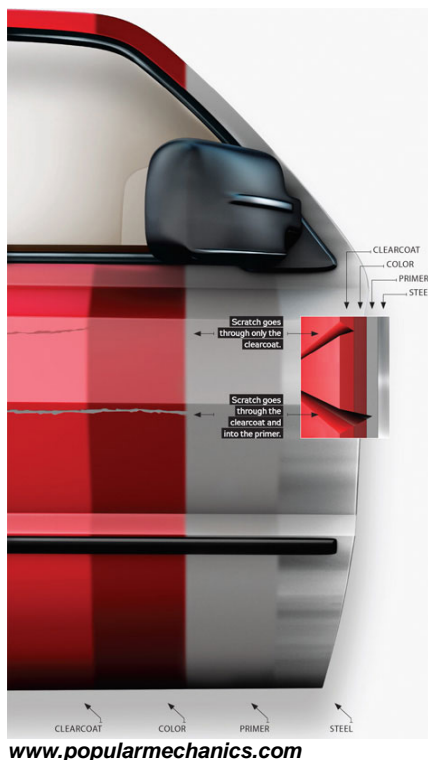
9. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Let's do it

### Task 11

Watch the video below and observe what happened to the black car. After that, read the paragraphs below.



All scratches are not the same. Some scratches can be shallow, while some others can be deep. A shallow scratch only goes through the clear-coat and colour layer. On the other hand, a deep scratch goes through the primer and steel layer.

If there's still colour at the bottom of the scratch, it is possible to remove it with some sanding, buffing, and waxing techniques.

Read the following threads on a forum and write the instructions on how to remove minor scratches on cars. You can use the words in the box. Compare your work with your classmates'.

Modified from [www.autogeekonline.net](http://www.autogeekonline.net) and [www.jkowner.com](http://www.jkowner.com)

03-28-2012, 06:46 PM

ID name : Robbie  
Join Date : Jan 2012  
Post(s) : 1

### I can't get the scratches out of my paint

Hello!

I bought a used 2008 Honda Jazz, which overall is in very good condition but there are several scratches on the car. I think these are just minor scratches. The scratch doesn't ruin the paint. But I want to remove them.

Did anyone ever have experience with this? How do I fix it?

03-28-2012, 07:13 PM

ID name : Glenn  
Join Date : April 2010  
Post(s) : 23

Hello, Robbie!

I bought a car polisher compound to remove the scratches on my car. I used the compound to rub the scratch. I had to rub it several times until I could not see the scratch anymore. After the scratch was gone, I finished it with car wax.

03-28-2012, 07:42 PM

ID name : John  
Join Date : Nov 2011  
Post(s) : 9

A friend at a bodyshop told me if you can't feel the scratch with your finger nail, you can do the method described by Glenn . But if you can feel the scratch with your nail, you need to rub the scratches with the sandpaper before rubbing it with a polisher compound.

03-28-2012, 08:02 PM

ID name : Billie  
Join Date : Dec 2011  
Post(s) : 5

Yes, I agree with all replies here. So you need to prepare a car polisher compound, car wax, cloth, sandpaper, and a polisher buffer.

rub  
put

wipe  
finish

continue  
polish

## How to Remove Shallow Scratches on Cars

### Tools Needed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Vocabulary Enrichment

Watch the movie. Tell in your own words what happened to Mickey and his car.



<http://www.youtube.com/watch?v=AVCeMsuGfRo>

### A. Damages

Verbs to describe damage



break --> broken cup



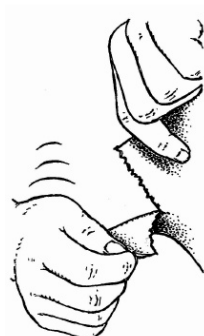
crack --> cracked cup



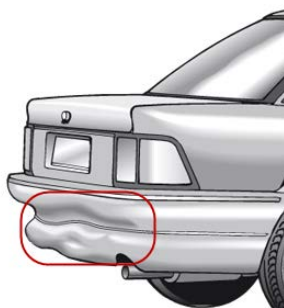
burn --> burnt cloth



puncture --> punctured tire



tear --> torn paper



dent --> dented bumper



bend --> bent metal



scratch --> scratched fender

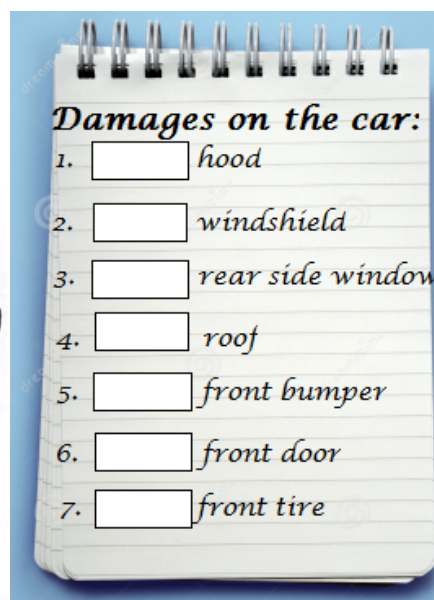
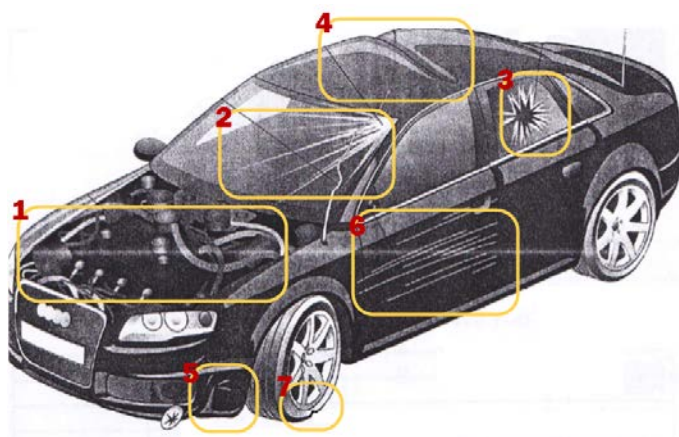


### Exercise 1

284

Fill the blank with the words in the box.

|         |           |           |        |
|---------|-----------|-----------|--------|
| broken  | bent      | cracked   | dented |
| missing | scratched | punctured |        |

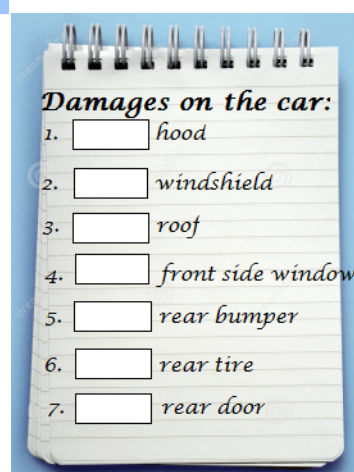
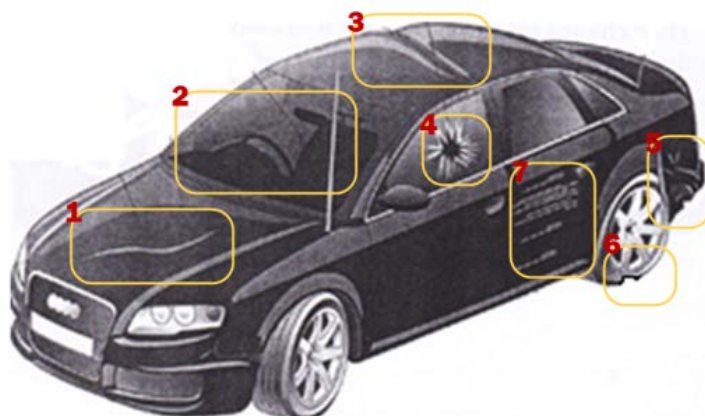


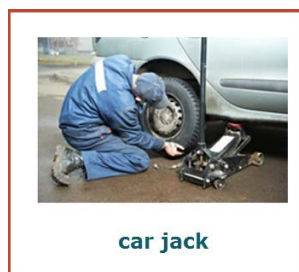
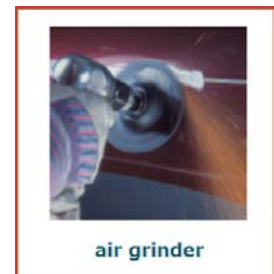
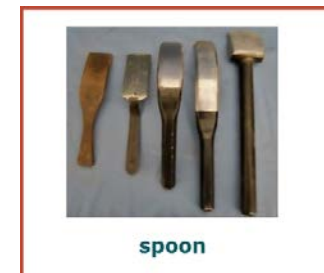
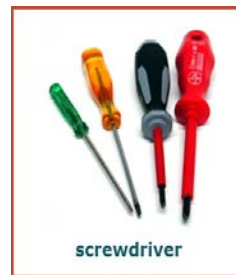
Longman Technical English (2008)

### Exercise 2

Fill the blank with the words in the box.

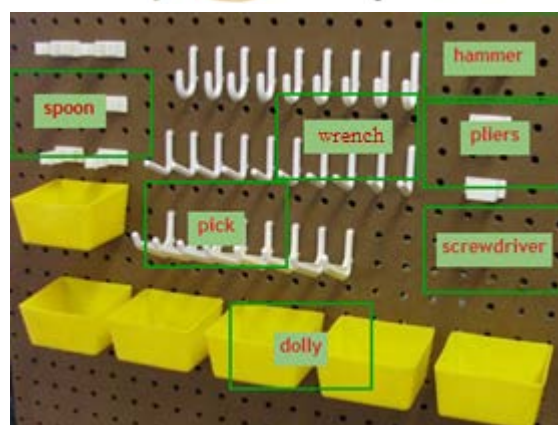
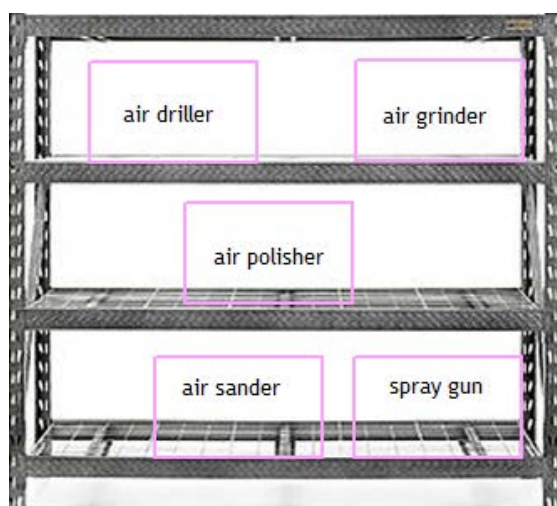
|           |        |           |        |
|-----------|--------|-----------|--------|
| punctured | broken | scratched | dented |
| dented    | bent   | missing   |        |





## Exercise

Put the tools back to the tool rack.





| No. | Vocabulary       | Pronunciation (audio)          | Parts of Speech | Meaning                                                                                                                                                                                                                                                                                                                                      |
|-----|------------------|--------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | auto body repair | /ɑː.t̪ou<br>'bɑː.di<br>rɪ'per/ | N               | <i>perbaikan bodi otomotif</i><br>English:<br>The practice of fixing damaged car structures. Auto body technicians use special tools and equipment to repair body parts and refinish interiors, exteriors and spoiled metal frames of vehicles. They handle dents, scratches and more extensive damage caused by everyday use and accidents. |
| 2.  | auto repair shop | /ɑː.t̪ou<br>'bɑː.di<br>ʃɑ:p/   | N               | <i>bengkel perbaikan otomotif</i><br>English:<br>An automobile repair shop (also known as a garage) is a repair shop where automobiles are repaired by auto mechanics and electricians.                                                                                                                                                      |
| 3.  | clockwise        | / 'klɑ:k.waɪz/                 | Adj, Adv        | <i>searah jarum jam</i><br>English:<br>in the direction in which the pointers of a clock move                                                                                                                                                                                                                                                |
| 4.  | counterclockwise | /ˌkaʊn.t̪ə<br>'klɑ:k.waɪz/     | Adj, Adv        | <i>berlawanan arah jarum jam</i><br>English:<br>in the opposite direction to the movement of the hand of a clock or watch                                                                                                                                                                                                                    |
| 5.  | hold             | /hould/                        | V               | <i>memegang</i><br>English:<br>to take and keep something in your hand or arms                                                                                                                                                                                                                                                               |
| 6.  | lift             | /lɪft/                         | V               | <i>mengangkat</i><br>English:<br>raise; to move something from a lower to a higher position                                                                                                                                                                                                                                                  |
| 7.  | loosen           | /ˈluː.sən/                     | V               | <i>melonggarkan, melepaskan</i><br>English:<br>to make something less tight                                                                                                                                                                                                                                                                  |

|     |                   |                  |   |                                                                                                                           |
|-----|-------------------|------------------|---|---------------------------------------------------------------------------------------------------------------------------|
| 8.  | polish            | /ˈpɑː.lɪʃ/       | V | <i>memoles</i> 287<br>English:<br>to rub something using a piece of cloth or brush to clean it and make it shine          |
| 9.  | push ___ into ___ | /pʊʃ<br>ˈɪn.tuː/ | V | <i>mendorong ___ ke ___</i><br>English:<br>To press something into something                                              |
| 10. | put ___ on ___    | /put<br>ɑːn/     | V | <i>meletakkan ___ di ___</i><br>to move something to the stated place or position                                         |
| 11. | put ___ under ___ | /put<br>ˈʌn.də/  | V | <i>meletakkan ___ di bawah ___</i><br>English:<br>to move something under the stated place or position                    |
| 12. | remove            | /rɪˈmuːv/        | V | <i>memindahkan, melepaskan</i><br>English:<br>to take something or someone away from somewhere, or off something          |
| 13. | replace           | /rɪˈpleɪs/       | V | <i>mengembalikan, menggantikan</i><br>English:<br>to put something back where it was before                               |
| 14. | rub               | /rʌb/            | V | <i>menggosok</i><br>English:<br>to press or be pressed against something with a circular or up and down repeated movement |
| 15. | straighten        | /ˈstreɪ.t̪n/     | V | <i>meluruskan</i><br>English:<br>to become straight or to make something become straight                                  |
| 16. | take ___ off      | /teɪk<br>ɑːf/    | V | <i>melepaskan ___</i><br>English:<br>to remove something                                                                  |
| 17. | take ___ out      | /teɪk<br>aʊt/    | V | <i>mengeluarkan ___</i><br>English:<br>to remove something from somewhere                                                 |
| 18. | tighten           | /ˈtaɪ.t̪n/       | V | <i>mengencangkan</i><br>English:                                                                                          |

|     |      |          |   |                                                                                               |
|-----|------|----------|---|-----------------------------------------------------------------------------------------------|
|     |      |          |   | to become tighter or to make something become tighter, firmer or less easy to move 288        |
| 19. | turn | /tɜ:n/   | V | <i>memutar</i><br>English:<br>To move in a circle round a fixed point or line                 |
| 20. | undo | /ʌn'du:/ | V | <i>melepaskan, melonggarkan</i><br>English:<br>to unfasten something that is fastened or tied |

## Summary

### 1. Asking for help and responding to it

| Asking for help                                                                                                                                                                                                                                                    | Responses                                                                                            |                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                    | Giving help                                                                                          | Refusing to give help                                             |
| If _____, may/can I ask you a favor?<br>Could you help me (verb)?<br>Can you help me (verb)?<br>It's just that _____.<br>It would really help me out if you could _____.<br>I'd really appreciate it if you could _____.<br>I'd really be glad if you could _____. | Sure, what is it?<br>What's the matter?<br>What do you need my help for?<br>Hmm, let me see.<br>Well | I'm sorry. Actually, _____.<br>I wish I could help you, but _____ |

#### Examples:

##### A. Asking for help

|                                                                                                                                                                                                                                                              |                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>If (condition), may I ask you a favor?</b><br>If <u>you're not too busy</u> , may I ask you a favor?<br>If <u>it's ok</u> , may I ask you a favor?<br>If <u>you don't mind</u> , may I ask you a favor?<br>If <u>it's possible</u> may I ask you a favor? | <b>Could you help me (phrase) ?</b><br>Could you help me do my homework ?<br>Could you help me carry this tool box?<br>Could you help me find the tools?<br>Could you help me prepare all the equipments? |
| <b>It's just that (reason).</b><br>It's just that I don't know how to change the tyre.<br>It's just that this box is too heavy.<br>It's just that I can't find the manual book.                                                                              | <b>I'd really _____ if _____.</b><br>I'd really appreciate it if you could help me fix this.<br>I'd really be glad if you could show me how to remove the dent.                                           |

##### B. Responses

| Giving help                                                                           | Refusing to give help                                                                                                                                   |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sure, I wouldn't mind.<br>Sure, that's OK.<br>Sure, no problem.<br>Sure, that's fine. | I'm sorry, but I have an appointment now.<br>Sorry, I'm actually not feeling well today.<br>Well... I'd love to help you, but I have to go to work now. |

## 2. Procedural Text

### Structure of the text:

1. An introductory statement giving the aim or goal (title of the text or an introductory paragraph)
2. Materials needed for completing the procedure ( a list or a paragraph)
3. A sequence of steps in the correct order
  - Numbers can be used to show first, second, third, and so on.
  - Words such as now, next, and after this can be used.
  - The steps usually begin with a command such as add, stir, push.

### Grammatical features:

1. Sentences that begin with verbs and are stated as commands
2. Time words or numbers that show the order for carrying out the procedure
3. Adverbs to describe how the action should be performed
4. Precise terms and technical language

### Chronological transition signals

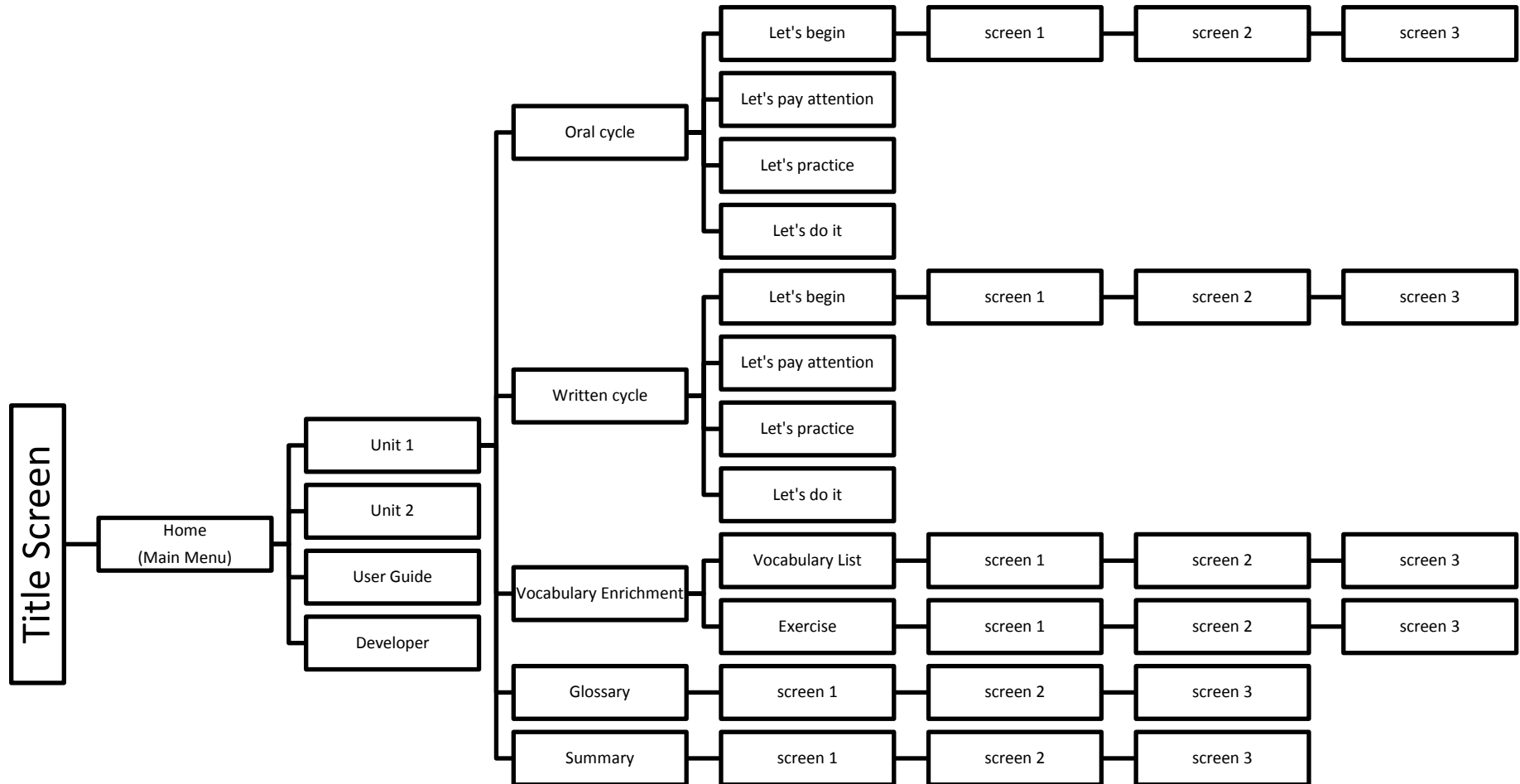
| Transition Signals                        |                                                    |                                  | Subordinators                       |                                 | Others                                                                                    |
|-------------------------------------------|----------------------------------------------------|----------------------------------|-------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------|
| First,<br>Second,<br>Next,<br>Now<br>then | First of<br>all,<br>After that,<br>Finally<br>last | Soon,<br>Gradually,<br>meanwhile | After<br>As<br>As soon as<br>before | Since<br>Until<br>When<br>while | The first step ...<br>In the second step...<br>On the third day...<br>During the night... |

# **APPENDIX B:**

## **THE FIRST DRAFT**

1. Flowchart
2. Storyboard
3. The First Draft of the Interactive Learning Multimedia

## Interactive Learning Multimedia Flowchart

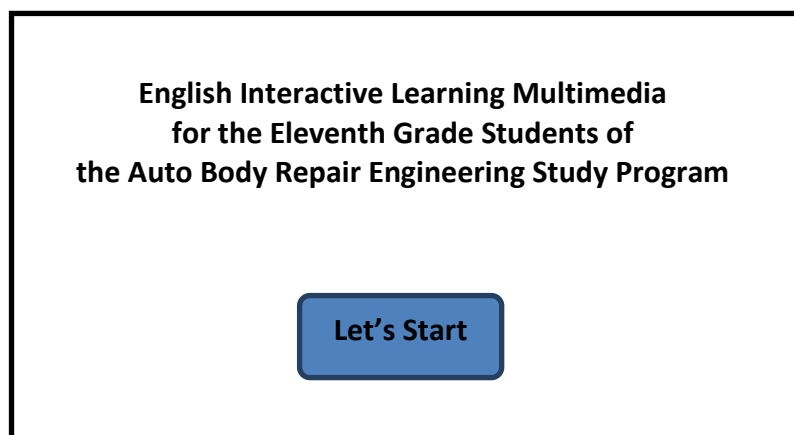




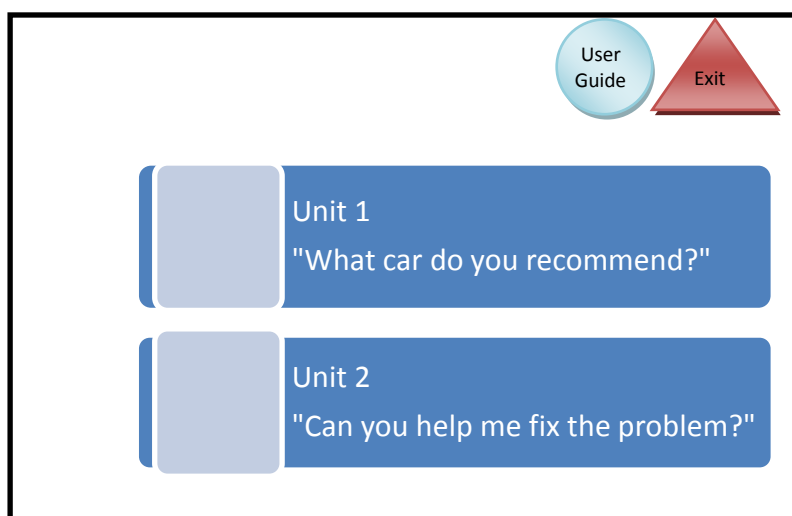
### Interactive Learning Multimedia Storyboard

The researcher categorized the screen layout into 8 designs below:

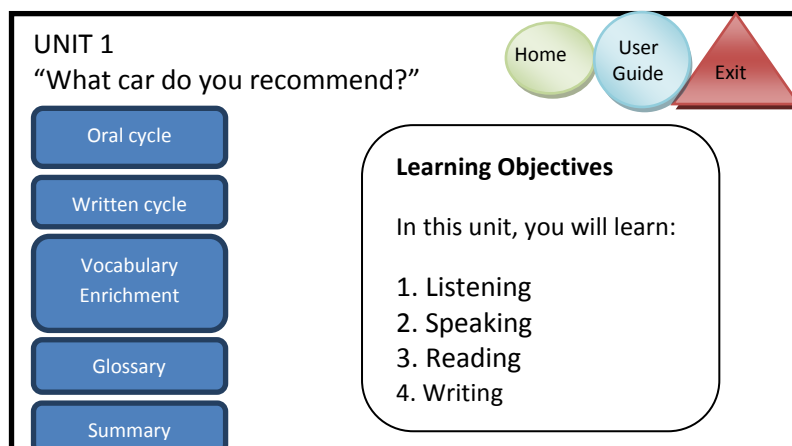
#### 1. Title Screen



#### 2. Home Screen



#### 3. Unit Menu Screen



## 4. Cycle Menu Screen

UNIT 1  
"What car do you recommend?"

Home User Guide Exit

Oral cycle

Written cycle

Vocabulary Enrichment

Glossary


Summary

Let's begin

Let's pay attention

Let's practice

Let's do it



## 5. Task Screen

UNIT 1  
"What car do you recommend?"

Home User Guide Exit

Oral cycle

Written cycle

Vocabulary Enrichment

Glossary


Summary

Let's begin

Watch the movie clip and answer the questions below.



- Where does the conversation take place?
- Do you know any place like this in your city? If yes, where?



## 6. Vocabulary Enrichment Screen

UNIT 1  
"What car do you recommend?"

Home User Guide Exit

Oral cycle

Written cycle


Vocabulary Enrichment

Glossary


Summary

Vocabulary List Exercise

Vocabulary List



People can go to a dealership to buy a used car. A dealership is a company that sells products. The dealership usually has many types of car on the lot. A used car lot is a wide area where a dealership park the used cars so people can look around to choose the car they want.



## 7. Glossary Screen

UNIT 1  
"What car do you recommend?"

Home User Guide Exit

Oral cycle

Written cycle

Vocabulary Enrichment

**Glossary**

Summary

| No. | Vocabulary | Pronunciation | Meaning |
|-----|------------|---------------|---------|
| 1.  | dealership | :             | dealer  |
|     |            |               |         |
|     |            |               |         |

Navigation arrows: left and right

## 8. Summary

UNIT 1  
"What car do you recommend?"

Home User Guide Exit

Oral cycle

Written cycle

Vocabulary Enrichment

Glossary

**Summary**

1. Expressions used to ask for a recommendation:

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

2. Language features on a discussion text.

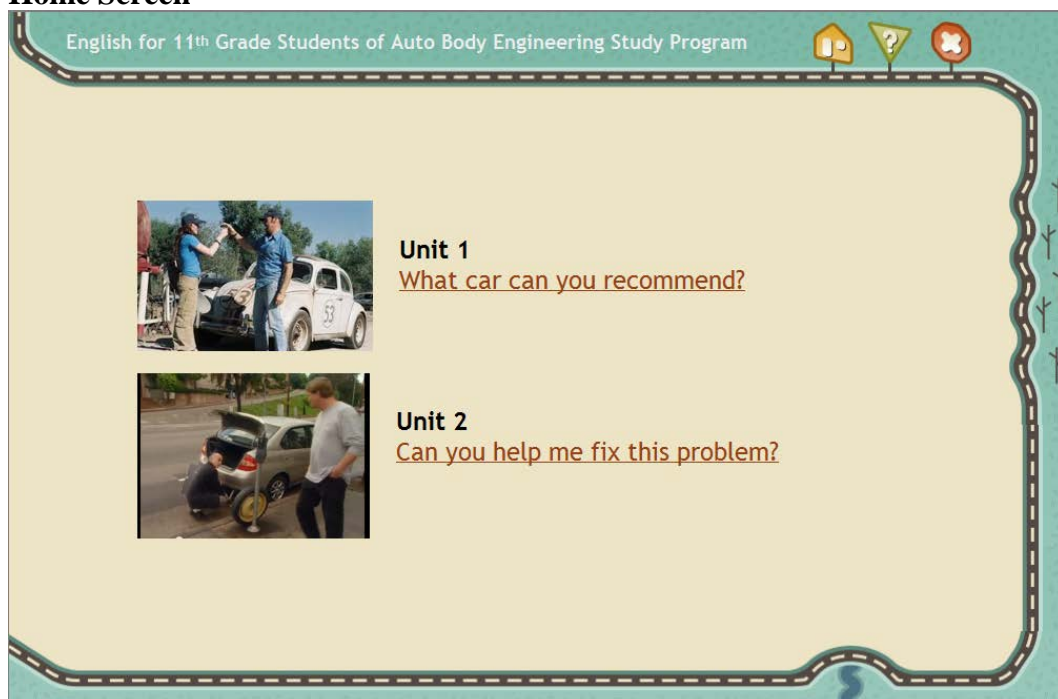
Navigation arrows: left and right

## The First Draft of the Interactive Learning Multimedia

### Title Screen



### Home Screen



## Unit 1 Menu Screen

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend me?

Oral cycle

Written cycle

Glossary

Summary

Vocabulary Enrichment



In this unit, you are going to learn about:

a. expressions used in:

- asking for recommendation
- giving recommendation
- accepting recommendation
- rejecting recommendation

b. discussion text

## Cycle Menu Screen Unit 1 – Oral Cycle

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle



Learning objectives:

**Listening**  
You will be able to identify expressions used in asking for recommendation, giving recommendation, accepting recommendation, and rejecting recommendation.

**Speaking**  
You will be able to apply the expressions used in asking for recommendation, giving recommendation, accepting recommendation, and rejecting recommendation.




## Task Screen


### Unit 1 – Oral Cycle –*Let's begin* (BKOF) – Task 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's begin

**TASK 1**  
Watch the movie clip and answer the questions below.



- Where did the conversation take place?
- Do you know any place like this in your city? If yes, where?
- Have you ever been to this place?
- What kind of cars can people find in the video?
- Who are the people in the video?
- What were the people doing and talking about in the video?

## Task Screen

### Unit 1 – Oral Cycle –*Let's pay attention* (MOT) – Task 2A

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's pay attention

**TASK 2A**  
Listen to a conversation between 3 people: a father, his daughter, and a used car seller. The father and daughter are looking for a car for the daughter.  
Which car does the father choose at the end of the conversation?





## Task Screen

### Unit 1 – Oral Cycle –Let's pay attention (MOT) – Task 2B

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's pay attention

**TASK 2B** Listen to the conversation again and answer the questions below.  00:00 00:00


- Where did the conversation probably take place?
  - ☐ at the mall
  - ☐ at a new car showroom
  - ☐ at a parking lot
  - ☐ at a used car lot
- Which car did the seller recommend?
  - ☐ a 1995 sedan
  - ☐ a 1996 sedan
  - ☐ a 1997 sedan
  - ☐ a 1998 sedan
- Why did the man recommend the sedan?
  - ☐ The car is not expensive, so it's a perfect vehicle for the young girl.
  - ☐ The car has a quite bad gas mileage but it is still good for a young driver.
  - ☐ The car has beautiful design and it suits the young girl.
  - ☐ The car has a really good gas mileage and it is safe because it has dual airbags and anti lock brakes.
- How did the girl respond to the recommendation of the sedan?
  - ☐ The girl rejected the sedan.
  - ☐ The girl didn't accept the sedan.
  - ☐ The girl seemed happy with the sedan.
  - ☐ The girl felt uncertain about the sedan.
- What do you think about the conversation?  
Does it have a surprising ending?  
How did the daughter react on his dad's choice?

## Task Screen

### Unit 1 – Oral Cycle –Let's pay attention (MOT) – Task 3A

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's pay attention

**TASK 3A**  
Listen to a conversation between 3 people: a father, his wife, and a used car seller. The couple is looking for a car for their family.

00:00 00:00






## Task Screen

### Unit 1 – Oral Cycle –Let's pay attention (MOT) – Task 3B

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's pay attention

**TASK 3B: Listen to the conversation again and answer the questions below.**  00:00 00:00 


- What are the potential buyers' requirement about the car?
  - ☐ They want a small car just for both of them.
  - ☐ They want more room in the car because they have three children.
  - ☐ They want a strong car to travel on the rough ground.
  - ☐ They want a car with a big cabin to bring many luggages.
- What type of car does the dealer firstly recommend?
  - ☐ a minivan
  - ☐ an SUV
  - ☐ a hatchback
  - ☐ a double cabin car
- What do the potential buyers feel about the first recommendation?
  - ☐ They agree with the recommendation.
  - ☐ They reject the recommendation.
  - ☐ They feel satisfied with the recommendation.
  - ☐ They accept the recommendation.
- Why does the dealer recommend other car?
  - ☐ The first car is too big to be used as a city car.
  - ☐ The first car is just too expensive.
  - ☐ The first car is not big enough for the whole family.
  - ☐ The car can carry many luggages.
- Which one is not true about the second recommendation?
  - ☐ The car can be a more flexible car for both travelling inside and outside the city.
  - ☐ The car has a big enough interior space.
  - ☐ The car can't move easily around the city roads.
  - ☐ The car is a typical family car.

## Task Screen



### Unit 1 – Oral Cycle –Let's pay attention (MOT) – Task 5A

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's pay attention

**Task 5A**  
Listen to conversation 1 again while looking at the transcript. Observe how people ask for recommendation, give recommendation, and respond to the recommendation. Write down our observation on the table below.

 00:00 00:00 

A : Hi there, can I help you folks?  
B : I'm just browsing, seeing what's on the lot. My daughter wants a car for her birthday, you know how it is.  
C : Dad! I'm sixteen already, and I'm like the only one at school who doesn't have a car!  
A : She is right, you know. Kids these days all have cars. Let me show you something we just got in: a 1996 sedan. Excellent gas mileage, it has dual airbags and anti lock brakes; a perfect vehicle for a young driver.


| asking for recommendation    | giving recommendation    |
|------------------------------|--------------------------|
| <div></div>                  | <div></div>              |
| responding to recommendation |                          |
| accepting recommendation     | rejecting recommendation |
| <div></div>                  | <div></div>              |

## Task Screen

### Unit 1 – Oral Cycle –*Let's pay attention* (MOT) – Task 5B

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's pay attention

Task 5B  
Listen to conversation 2 again while looking at the transcript. Observe how people ask for recommendation, give recommendation, and respond to the recommendation. Write down our observation on the table below.

00:00 00:00

A : Hello, how can I help you?  
B : We're looking for a car for our family. We're thinking of buying a used car instead of a new car.  
A : What type of car are you looking for?  
C : Hmm...we don't want a small car because we have 3 kids. So we need a bigger car. And we love travelling to different places such as beaches or other cities.  
A : Ohh,,I see.  
B : So, what car can you recommend for us?  
A : How about buying a double cabin car? We have a 2005

asking for recommendation

giving recommendation

responding to recommendation

accepting recommendation


rejecting recommendation

## Task Screen

### Unit 1 – Oral Cycle –*Let's pay attention* (MOT) – Task 6

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's pay attention

Task 6  
Study the following expressions. Study the following expression. These are various expressions on how people ask for recommendation, give recommendation, accept recommendation, and reject recommendation.

Asking for recommendation

What do you think I should do?  
What should I do?  
What do you suggest?  
If you were me what would you do?  
Do you think that I should...?

Accepting

That sounds good.  
I think that'll work.  
Good idea.

Recommending / Suggesting

I recommend / suggest ...  
May I recommend/suggest ...  
You may /might like to ...  
I'd like to recommend / suggest...  
You need a car which ...  
How about ...  
Have you thought/considered about ... ?  
Why don't you buy a ... ?  
If I were you, I would buy a ...  
A ... would be ideal/perfect for you.  
You should/ shouldn't buy a ....

Rejecting

I don't think that will work.  
That's (maybe) not (such) a good idea because ...  
I'm not sure about that

## Task Screen

### Unit 1 – Oral Cycle –Let's practice (JCOT) – Task 7

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's practice

**TASK 7**  
Listen to several short dialogues below. Fill the blank with the dialogue you hear. After you fill all the blanks, discuss your answers with a partner. Practice the dialogue together with good intonation and pronunciation.

1. 00:00 00:00

A : I am planning to buy a car for my son's birthday.  
[ ] ?  
B : [ ] ?  
It's a popular car for a young driver.  
A : [ ] . I think he will like it.

2. 00:00 00:00

A : My brother is thinking to modify his car.  
[ ] ?  
B : What's your brother's car?  
A : It's a [ ] .  
B : [ ] , I would paint it metallic blue.  
A : Wow! [ ] .

3. 00:00 00:00

A : I think I need a car to run my business well.  
[ ] any suitable car for me?  
B : Yes, [ ] for keeping goods.  
There are some options: pick-up cars, double cabin cars, or vans.  
A : [ ] a pick-up car.

4. 00:00 00:00

A : Hey! What happened?  
B : I drove the car this morning and a motorcycle hit the side door.  
It has a [ ] now.  
A : Oh, that's terrible.  
B : [ ] I should go to an auto repair shop?  
A : [ ] there, I think. It seems to be just a shallow scratch.  
Look at here! It doesn't ruin the paint.  
B : So [ ] ?  
A : Get some polisher compound! It can remove the scratch.  
B : Alright. I'll get it soon.

## Task Screen

### Unit 1 – Oral Cycle –Let's practice (JCOT) – Task 8(1)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's practice

**Task 8**  
Work in pairs. Complete the dialogue between a customer and a used car dealer. After that, practice the dialogue with your partner. The first number is already done for you.

1. Dealer : Good afternoon. How can I help you?  
Customer : I'm looking for a small car, but it has to be from 2005 or more. (telling the requirements)  
              What can you recommend me? (asking for recommendation)  
Dealer : Great. You might like to buy this one. A 2006 Toyota Yaris. (giving recommendation)  
              It has automatic transmission, so it's easy to drive. The condition is still good, too.  
Customer : It looks good. (accepting recommendation)

Customer

- Small car  
- 2005 or more

2006 Toyota Yaris  
Automatic transmission  
Good condition


www.thetruthaboutcars.com

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 8 (2)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend


Oral cycle  Let's practice

2. Dealer : What type of car are you looking for, Sir?  
Customer :   
(telling the requirements)


Dealer :   
(giving recommendation)  
It is a strong car and has good treatment from the previous owner.

Customer :   
(rejecting recommendation)  
A 1995 car is quite old.

Customer



- Driving in bad road, in mountain  
- An SUV car



www.fivegeers.com


1995 Daihatsu Taft  
Manual transmission  
Strong car  
Good treatment from the previous owner

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 8 (3)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend


Oral cycle  Let's practice

3. Dealer : Hi, are you looking for any certain car?  
Customer :   
(telling the requirements)


Dealer :   
(giving recommendation)  
It has new paint and the machine is still in good condition.

Customer :   
(accepting recommendation)

Customer



- Classic old car  
- A car with cheerful character



www.candomats.com

1985 Volkswagen Beetle  
Manual transmission  
New paint  
Good condition of machine




## Task Screen

### Unit 1 – Oral Cycle –Let's practice (JCOT) – Task 8 (4)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

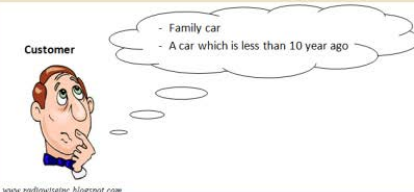
Unit 1  
What car do you recommend


Oral cycle  Let's practice

4. Dealer : Good morning, Sir. May I help you?  
Customer :   
(telling the requirements)

Dealer :   
(giving recommendation)  
It has a big space for 8 people. It is in good condition, no dent and no scratch.

Customer :   
(rejecting recommendation)  
It looks too big for our garage.

  
Customer  
- Family car  
- A car which is less than 10 year ago


  
2005 Suzuki APV  
Manual transmission  
No scratch no dent  
Good condition  
Big space for 8 passenger

## Task Screen

### Unit 1 – Oral Cycle –Let's practice (JCOT) – Task 8 (5)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

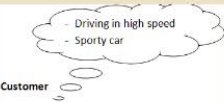
Unit 1  
What car do you recommend


Oral cycle  Let's practice

5. Dealer : Good morning, sir. May I help you?  
Customer :   
(telling the requirements)

Dealer :   
(giving recommendation)  
It has been modified into a sporty car. This car has good machine for driving in high speed.

Customer :   
(accepting recommendation)

  
Customer  
- Driving in high speed  
- Sporty car

  
2003 Toyota Soluna  
Sporty modification  
Sporty exterior and interior  
Good machine  
Drive in high speed

## Task Screen

### Unit 1 – Oral Cycle –Let's do it (ICOT) – Task 9A

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's do it

Task 9A  
You will do a role-play in pairs. Student A will be a used car, while student B will be a buyer. Look at the example below.

**Role cards**

**Student A**  
You are a used car dealer. You have 4 used cars on the lot.  
Look at the collections you have and help the buyer to find a car that they want.

**Student B**  
You want to buy a used car. The car has to be less than 5 years old. You need a car for your family. You have 2 sons but you love travelling with other relatives too. Therefore, you will need a big car.  
Call a dealer to get some recommendation about the car.  
Take a note about the cars being recommended by the dealer.

**Worksheets**

**Student A**

**FORTUNE Used Car**

2006 Suzuki Swift  
Automatic transmission  
Some small dents and small scratches  
Rp 112.000.000,-

2005 Hyundai Getz  
Manual transmission  
A dent in the side  
Rp 85.000.000,-

2010 Honda Odyssey  
Automatic transmission  
Good condition, TV + camera  
8 seats  
Rp 368.000.000,-

2008 Toyota Corolla Altis  
Manual transmission  
No rust, small dents  
Rp 165.000.000,-

**Student B**

| No. | Brand | Type | Year | Transmission | Condition | Price |
|-----|-------|------|------|--------------|-----------|-------|
| 1.  |       |      |      |              |           |       |
| 2.  |       |      |      |              |           |       |

## Task Screen

### Unit 1 – Oral Cycle –Let's do it (ICOT) – Task 9B

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's do it

Task 9B  
Listen to the conversation example between a used car dealer and customer.  
The transcript is provided below.

**Worksheets**

**Student A**

**FORTUNE Used Car**

2006 Suzuki Swift  
Automatic transmission  
Some small dents and small scratches  
Rp 112.000.000,-

2005 Hyundai Getz  
Manual transmission  
A dent in the side  
Rp 85.000.000,-

2010 Honda Odyssey  
Automatic transmission  
Good condition, TV + camera  
8 seats  
Rp 368.000.000,-

2008 Toyota Corolla Altis  
Manual transmission  
No rust, small dents  
Rp 165.000.000,-

**Student B**

| No. | Brand          | Type    | Year | Transmission | Condition                            | Price            |
|-----|----------------|---------|------|--------------|--------------------------------------|------------------|
| 1.  | Honda Odyssey  | Minivan | 2010 | Automatic    | Good condition, TV + camera, 8 seats | Rp 368.000.000,- |
| 2.  | Toyota Corolla | Sedan   | 2008 | Manual       | No rust, small dents                 | Rp 165.000.000,- |

Dealer: Hello. This is Fortune Used Car. How may I help you?  
Buyer: Hello. I'm looking for a used car.  
Dealer: Alright, madam. What type of car are you looking for?  
Buyer: Hmm.. I want a car which are less than 5 years old.  
Dealer: Let me see what we have here. Oh, I'd like to

After listening to the recommendation from the dealer (student A), the buyer (student B) takes notes on the table below:

## Task Screen

### Unit 1 – Oral Cycle –*Let's do it* (ICOT) – Task 10 (1)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it

Task 10  
Work in pairs. Student A will be the dealer and student B will be the buyer. Look at the worksheet for your own role while doing the role-play.

Click here if you are the dealer.  Dealer


Click here if you are the buyer.  Buyer

## Task Screen


### Unit 1 – Oral Cycle –*Let's do it* (ICOT) – Task 10 (2)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it

You are a used car dealer. The name of your dealership is 'Dragon Used Car Dealer'.  
You have 8 used cars on the lot. Look at the list below and help the buyer to find a car they want.

|                                                                                                                                                                              |                                                                                                                                                                        |                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>2006 Toyota Avanza<br>Manual transmission<br>Some rust<br>Rp 107.000.000,-            | <br>2010 Mazda 2<br>Automatic transmission<br>Some small dents<br>Rp 165.000.000,- | <br>2007 Toyota Camry<br>Automatic transmission<br>Good condition<br>Rp 220.000.000,-          |
| <br>2011 Ford Fiesta<br>Manual transmission<br>Some small dents<br>Rp 148.000.000,-       |                                                                                    | <br>2005 Mazda RX-8<br>Manual transmission<br>Good condition<br>Rp 340.000.000,-               |
| <br>2008 Nissan Grand Livina<br>Manual transmission<br>Good condition<br>Rp 128.000.000,- | <br>1997 Suzuki Katana<br>Manual transmission<br>Some rust<br>Rp 70.000.000,-      | <br>2011 Daihatsu Xenia<br>Manual transmission<br>Some rust, a dent in the<br>Rp 125.000.000,- |





## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 10 (3)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it

You are a used car buyer.  
Choose your role play card by clicking on the button below.


Buyer 1  
Buyer 2  
Buyer 3




## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 10 (4)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it

**Buyer 1**  
You want to buy a used car.  
Call a used car dealer. Tell him/ her  
that you are looking for a family car  
which is less than Rp 110,000,000,-

Fill the table below with the information that you get from the dealer.


| No.                      | Brand                | Type                 | Year                 | Condition            | Price                |
|--------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |




## Task Screen

### Unit 1 – Oral Cycle –Let's do it (ICOT) – Task 10 (5)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it

**Buyer 2**

You want to buy a used car.  
Call a used car dealer. Tell him/ her  
that you are looking for a sports car.  
You prefer soft colour.

Fill the table below with the information that you get from the dealer.


| No.                      | Brand                | Type                 | Year                 | Condition            | Price                |
|--------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |


## Task Screen

### Unit 1 – Oral Cycle –Let's do it (ICOT) – Task 10 (6)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it


**Buyer 3**

You want to buy a used car.  
Call a used car dealer. Tell him/ her  
that you are looking for a car for less  
than Rp 130,000,000,-

Fill the table below with the information that you get from the dealer.


| No.                      | Brand                | Type                 | Year                 | Condition            | Price                |
|--------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

## Task Screen


### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 11 (1)


English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it

Task 11  
Work in pairs again. Now change the role. Student A will be the buyer and student B will be the dealer. Look at the worksheet for your own role while doing the role-play.

Click here if you are the dealer.  Dealer


Click here if you are the buyer.  Buyer

## Task Screen










### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 11 (2)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it

You are a used car dealer. The name of your dealership is 'Manitoba Used Car Dealer'.  
You have 8 used cars on the lot.  
Look at the list below and help the buyer to find a car they want.


|                                                                                                                                                                            |                                                                                                                                                                                         |                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>2005 Suzuki Escudo<br>Manual transmission<br>A bit of rust<br>Rp 120.000.000,-      | <br>2011 Nissan Juke<br>Automatic transmission<br>Good condition<br>Rp 185.000.000,-                | <br>2007 Mazda 3<br>Automatic transmission<br>Some small dents<br>Rp 128.000.000,- |
| <br>2008 Honda Jazz<br>Automatic transmission<br>A dent in the side<br>Rp 175.000.000,- | <br>MANITOBA<br>USED CAR DEALERS<br>ASSOCIATION                                                     | <br>2010 Suzuki APV<br>Manual transmission<br>Small dents<br>Rp 125.000.000,-      |
| <br>2005 Honda CRV<br>Automatic transmission<br>A bit of rust<br>Rp 153.000.000,-       | <br>2011 Toyota Hi Lux<br>Double Cabin<br>Manual transmission<br>Good condition<br>Rp 145.000.000,- | <br>2008 Honda City<br>Manual transmission<br>Good condition<br>Rp 147.000.000,-   |




## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 11 (3)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it

You are a used car buyer.  
Choose your role play card by clicking on the button below.

Buyer 1  
Buyer 2  
Buyer 3




## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 11 (4)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle  Let's do it

Buyer 1  
You want to buy a used car.  
Call a used car dealer. Tell him/ her  
that you are looking for an SUV car.

Fill the table below with the information that you get from the dealer.

| No.                      | Brand                | Type                 | Year                 | Condition            | Price                |
|--------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

## Task Screen

### Unit 1 – Oral Cycle –Let's do it (ICOT) – Task 11 (5)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's do it

Buyer 2

You want to buy a used car for your family of 5 people.  
Call a used car dealer. Tell him/ her that you are looking for a car with automatic transmission.  
You can't afford more than Rp 160.000.000,-

Fill the table below with the information that you get from the dealer.

| No.                      | Brand | Type | Year | Condition | Price |
|--------------------------|-------|------|------|-----------|-------|
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |

## Task Screen

### Unit 1 – Oral Cycle –Let's do it (ICOT) – Task 11 (6)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Oral cycle Let's do it

Buyer 3

You want to buy a used car.  
Call a used car dealer. Tell him/ her that you are looking for a reliable car for your business and travel. You have a family of 4 people.

Fill the table below with the information that you get from the dealer.

| No.                      | Brand | Type | Year | Condition | Price |
|--------------------------|-------|------|------|-----------|-------|
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |




## Task Screen

### Unit 1 – Written Cycle –*Let's begin* (BKOF) – Task 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program




Unit 1  
What car do you recommend

Written cycle  Let's begin

**TASK 1**  
When people buy a car, they may buy a new car or a used car. There are some consideration if people want to buy either a new car or a used car. Do you know the disadvantages and advantages?

To start, discuss with your friend the following consideration:

- 1) the price of a new car and a used car
- 2) the condition of a new car and a used car
- 3) the company warranty (Is there any warranty for a used car?)
- 4) the history of a used car (Did the owner give good treatment? Did the car ever have accidents?)
- 5) the technology of a new car and a used car
- 6) the fuel efficiency
- 7) the price when people want to resell the new car or used car in the future

The words in the box below may help you

| Vocabulary        | POS | Meaning              |
|-------------------|-----|----------------------|
| Depreciation cost | n   | biaya penyusutan     |
| Electrical faults | n   | masalah kelistrikan  |
| Full warranty     | n   | garansi penuh        |
| maintenance       | n   | pemeliharaan (mobil) |
| manufacturer      | n   | pabrik               |
| tune-up           | n   | penyetelan           |


\*POS = parts of speech

## Task Screen




### Unit 1 – Written Cycle –*Let's pay attention* (MOT) – Task 2

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle  Let's pay attention

**TASK 2**  
Read the text about advantages and disadvantages of buying a new car and a used car.

   **Should people buy a new car or a used car?**

There are a lot of questions involved in the process of buying cars. The first and simplest one is probably the most important: Should people buy a new car or a used car? Each year in the UK, the comparison of people buying used cars and people buying new cars is around three to one. There are some advantages and disadvantages of buying new cars versus used cars.

New cars have several advantages. They haven't been in any accidents and have no damage. Therefore, new cars will not need maintenance for the first several thousand miles. Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance items. Besides that, new cars will not need routine exhaust system or brake pads during the first few

## Task Screen

### Unit 1 – Written Cycle –Let's pay attention (MOT) – Task 3

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program


Unit 1  
What car do you recommend


Written cycle Let's pay attention


**How to Remove Shallow Scratches on Cars**


Tools Needed:


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_


1. 

2. 

3. 

4. 

5. 

6. 

The car may not be worth a half of the first price if the owner decides to sell it later.

The buyer can afford to buy the car because the price is less expensive.

The car doesn't have any damage because it never gets involved in any accidents.

The car may need to get some big maintenance before it can be used comfortably.

The buyer will not need to worry much about the depreciation cost.

The car will get full warranty from the car company and dealer.

The buyer may have uncertainty about the history of the car, such as bad treatment or accident.

The car may have some damage on the interior and exterior elements.

The car may have problems caused by the electricity faults.

The car may be difficult to be fixed at the side of the road, so the owner has to call the dealership for fixing it.

The price of the car will not be decreased dramatically when the owner decides to re-sell it.

The car will not need new elements of exterior and interior for the next few years.

## Task Screen

### Unit 1 – Written Cycle –Let's pay attention (MOT) – Task 4

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle Let's pay attention

**TASK 4**  
Study the explanation about discussion text below.

**Discussion Text**

**What is a discussion?**

A discussion text gives the for and againsts, the positive and negative, or the good points and the bad points about a topic. A discussion can be in spoken or written form. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.

Examples of discussion texts include: talkback radio, debates, current affairs interviews, letters to the editor, essays, newspaper articles.

**Structure of the text:**

1. An introductory paragraph that has a statement or question about the topic.
2. A series of paragraphs that give evidence, opinions, arguments for and against the topic.




## Task Screen

### Unit 1 – Written Cycle –Let's pay attention (MOT) – Task 5(1)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle  Let's pay attention

TASK 5: Now let's look at the structure and language features of the previous text.


| Structure                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introductory paragraph                        | <p>There are a lot of questions involved in the process of buying cars. The first and simplest one is probably the most important: Should people buy a new car or a used car? Each year in the UK, the comparison of people buying used cars and people buying new cars shows some advantages and disadvantages of buying new cars</p> <p><i>word that links arguments</i></p>                                                                                                                                                                                                     |
| Opinions / arguments for buying a new car     | <p>new cars have several advantages. They haven't been in any accidents and have no damage. <u>Therefore</u>, new cars will not need maintenance for the first several thousand miles. Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance items. <u>Besides that</u>, new cars will not need new tires, exhaust system, or brakes during the first few years. Buyers will be given full warranty for at least three years or even longer. <u>The other good reason</u> to buy new cars is the fuel efficiency.</p> |
| Opinions / arguments against buying a new car | <p><u>On the other hand</u>, new cars may also bring some disadvantages. It is true that most problems in modern cars is from the electrical faults. These problems are not easily fixed at the side of the road. <u>Another disadvantage</u> is the depreciation cost. If someone buys a new car and after a few years he wants to sell it, the price of the car will be decreased. Few new cars are worth more than half of the first price after three years, <u>while</u> many new cars will be worth only one-third of their first price.</p>                                 |

## Task Screen

### Unit 1 – Written Cycle –Let's pay attention (MOT) – Task 5(2)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle  Let's pay attention

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opinions / arguments for buying a used car     | <p>Used cars also have several advantages. They can be less expensive than new cars. <u>Both new cars and used cars</u> to worry much about depreciation price. <u>Both new cars and used cars</u> depreciation price when the owners resell the cars. <u>However</u>, if after a few years later wants to resell it, the price will not be as high as the first price.</p> <p><i>phrase that introduces the other point of view</i></p> |
| Opinions / arguments against buying a used car | <p><u>At the same time</u>, used cars may have several disadvantages. Some used cars may come with several problems with the interior and exterior elements. That is why used cars may need to get some maintenance before people can use it. People may not be certain about the history of used cars whether they have been in an accident and what damages it caused.</p>                                                             |
| Conclusion / final comment                     | <p>It can be seen that new cars and used cars have their own advantages and disadvantages. In the end, I think that it is better to buy a new car if we can afford it. The main reason is because new cars will give us peace of mind. We do not need to worry about the condition of the cars.</p>                                                                                                                                      |

Adapted from <http://www.cars.com/> and <http://www.whatcar.com/>

## Task Screen

### Unit 1 – Written Cycle –*Let's practice* (JCOT) – Task 6

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle  Let's practice

**TASK 6**  
Read the text below. It gives some information about the advantages and disadvantages of buying a new car or a used car based on several points of view.



### Buying A New Car or A Used Car?

Some very wealthy people have never bought new cars in their lives. On the other hand, some people refuse to buy used cars regardless of their financial situation. After all is said and done, it really depends on the personality and goals when deciding between new and used cars. The 20/20 rule applies - 20 percent of people will never buy new cars, while 20% of people will never buy used cars. For the other 60%, this article is for you.

In this article, we will take a look at some advantages and disadvantages of buying a new and used car based on several point of views.

**1. Selection**


If you buy a new car from a dealership, you can look at the catalogue and order the car that you want. At the same time, for popular vehicles, it is definitely possible to find a used car. The internet makes it simple for someone to search around the corner or across the country for that perfect used car. However, the available options are not as many as new

## Task Screen

### Unit 1 – Written Cycle –*Let's practice* (JCOT) – Task 7

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle  Let's practice

**TASK 7:**  
Based on the article on task 6, summarize the advantages and disadvantages on the table below.


| Buying a new car |               | Buying a used car |               |
|------------------|---------------|-------------------|---------------|
| Advantages       | Disadvantages | Advantages        | Disadvantages |
| <div></div>      | <div></div>   | <div></div>       | <div></div>   |
| <div></div>      | <div></div>   | <div></div>       | <div></div>   |
| <div></div>      | <div></div>   | <div></div>       | <div></div>   |


## Task Screen


### Unit 1 – Written Cycle –*Let's practice* (JCOT) – Task 8


English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle  **Let's practice** TASK 8: Work in pairs. Write an article with the guideline below.

 title

 introductory paragraph

 advantages and disadvantages of buying a new car

advantages and disadvantages of buying a used car


your opinion or recommendation

## Task Screen


### Unit 1 – Written Cycle –*Let's do it* (ICOT) – Task 9(1)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle  **Let's do it** TASK 9:  
Read the following thread on a car forum <http://forums.whirlpool.net.au>.  
One of the members, Jessica, posted a thread about buying a demonstrator car.

\*Demonstrator cars (demo cars) are new cars that have been driven by employees, family members, or customers of the dealership for a few months. They usually have between 2,000 and 6,000 miles on the odometer, but they are not considered used vehicles.

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>User #358<br/>Jessica</p>  | <p>Guys</p> <p>Have anyone bought demonstrator cars before?<br/>Please share your opinion.</p> <p>How much cheaper normally it compares to brand new cars?</p> <p>I'm looking for Suzuki Swift to buy, mostly 2009-2010 years are very expensive , around \$14,000.</p> <p>I am thinking if I can get an almost new car for 15,000, why not?</p> <p>Thanks in advance!</p> <p>Posted 2013-April-23, 7:07 pm</p> |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Task Screen

### Unit 1 – Written Cycle –*Let's do it* (ICOT) – Task 9(2)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle  **Let's do it**

**TASK 9:**  
Read the following thread on a car forum <http://forums.whirlpool.net.au>.  
One of the members, Jessica, posted a thread about buying a demonstrator car.

\*Demonstrator cars (demo cars) are new cars that have been driven by employees, family members, or customers of the dealership for a few months. They usually have between 2,000 and 6,000 miles on the odometer, but they are not considered used vehicles.

User #102  
Brandon



For me, it depends on how much mileage it has on it. It means how much time the dealership staff has tried the car on the street. You should think twice to buy the car if it has a high mileage.


Posted 2013-April-23, 7:16 pm

## Task Screen

### Unit 1 – Written Cycle –*Let's do it* (ICOT) – Task 9(3)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program


Unit 1  
What car do you recommend

Written cycle  **Let's do it**

**TASK 9:**  
Read the following thread on a car forum <http://forums.whirlpool.net.au>.  
One of the members, Jessica, posted a thread about buying a demonstrator car.

\*Demonstrator cars (demo cars) are new cars that have been driven by employees, family members, or customers of the dealership for a few months. They usually have between 2,000 and 6,000 miles on the odometer, but they are not considered used vehicles.

User #331  
Jackie



I test drove a demonstrator with 2000km on the odometer. Then I was sold a different car (same model and colour) with 5000km on the odometer and broken glass in the trunk. Thankfully, the dealer's service department fixed this problem at no charge.

The message of the story is to test drive the actual car you are buying, and pick it up ASAP. Otherwise, you may regret your decision.

Posted 2013-April-23, 7:21 pm



## Task Screen

### Unit 1 – Written Cycle –*Let's do it* (ICOT) – Task 9(4)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle  **Let's do it**

**TASK 9:**  
Read the following thread on a car forum <http://forums.whirlpool.net.au>.  
One of the members, Jessica, posted a thread about buying a demonstrator car.

\*Demonstrator cars (demo cars) are new cars that have been driven by employees, family members, or customers of the dealership for a few months. They usually have between 2,000 and 6,000 miles on the odometer, but they are not considered used vehicles.

User #271  
César



It depends on the car, but the big bonuses are that they are cheaper, don't have many km on them and usually come with extras. Plus, dealers LOVE to sell them so you usually can bargain with them.

However, it is a demonstrator vehicle so it is not new and has likely been driven outside of the manufacturer.

You may also pay CLOSE TO new prices but you have to risk yourself to get some damage on the demonstrator car.

Posted 2013-April-23, 7:28 pm

## Task Screen

### Unit 1 – Written Cycle –*Let's do it* (ICOT) – Task 9(5)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program


Unit 1  
What car do you recommend

Written cycle  **Let's do it**

**TASK 9:**  
Read the following thread on a car forum <http://forums.whirlpool.net.au>.  
One of the members, Jessica, posted a thread about buying a demonstrator car.

\*Demonstrator cars (demo cars) are new cars that have been driven by employees, family members, or customers of the dealership for a few months. They usually have between 2,000 and 6,000 miles on the odometer, but they are not considered used vehicles.

User #234  
Tamara



I would rather pay a little extra and get a brand new car :) So I can get everything in perfect condition and I don't have to worry about the history of the car during the test drive.

Posted 2013-April-23, 8:03 pm

## Task Screen

### Unit 1 – Written Cycle –Let's do it (ICOT) – Task 9(6)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program


Unit 1  
What car do you recommend

Written cycle Let's do it

**TASK 9:**  
Read the following thread on a car forum <http://forums.whirlpool.net.au>.  
One of the members, Jessica, posted a thread about buying a demonstrator car.

\*Demonstrator cars (demo cars) are new cars that have been driven by employees, family members, or customers of the dealership for a few months. They usually have between 2,000 and 6,000 miles on the odometer, but they are not considered used vehicles.


User #101  
Ibra



A demonstrator car seems to be the best. You will usually have nice extra bonuses already added on, such as: radio and Air Conditioner :)

Posted 2013-April-23, 8:35 pm

User #365  
Quinsy



Be careful of buying a demonstrator car! You don't know what accidents it has been through and what problems it has as a result of the test drives.

Posted 2013-April-23, 9:05 pm

texts adapted from <http://forums.whirlpool.net.au/archive/2002726>  
pictures taken from [www.flickr.com](http://www.flickr.com)

## Task Screen

### Unit 1 – Written Cycle –Let's do it (ICOT) – Task 10 & 11

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend

Written cycle Let's do it

**TASK 10:**  
Summarize the advantages and disadvantages of buying a demonstrator car on the table below.

| Buying a demonstrator car |               |
|---------------------------|---------------|
| Advantages                | Disadvantages |
|                           |               |
|                           |               |
|                           |               |
|                           |               |
|                           |               |

**TASK 11:**  
Summarize all suggestions on the list below


Suggestions:




## Task Screen

### Unit 1 – Written Cycle –Let's do it (ICOT) – Task 12

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program


Unit 1  
What car do you recommend

Written cycle  Let's do it

**TASK 12:**  
Now, write some comment on the forum for Jessica. Tell about advantages, disadvantages, suggestions, and your recommendation/opinion. Tell her whether you think buying a demonstrator is a good decision or not.

User #791  
your name



your comment

## Glossary Screen

### Unit 1 – Glossary – Page 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program










Unit 1  
What car do you recommend me?

Oral cycle

Written cycle

**Glossary**

Summary

| No. | Vocabulary                          | Pronunciation (audio)                                                                                                                                                                                                                                       | Parts of Speech | Meaning                                                      |
|-----|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------|
| 1.  | Auto repair shop                    |    | N               | Bengkel perbaikan mobil                                      |
| 2.  | Automatic transmission              |                                                                                                                                                                          | N               | Transmisi otomatis                                           |
| 3.  | Cargo area                          |                                                                                       | N               | Bagasi                                                       |
| 4.  | Crank handle                        |                                                                                       | N               | Engkol                                                       |
| 5.  | Dealership                          |                                                                                                                                                                          | N               | Perusahaan penjualan                                         |
| 6.  | Demonstrator car (demo car)         |                                                                                       | N               | Mobil demo                                                   |
| 7.  | Dent                                |                                                                                                                                                                          | N               | Penyok                                                       |
| 8.  | Garage                              |                                                                                                                                                                          | N               | Bengkel, garasi                                              |
| 9.  | lot (ex: parking lot, used car lot) |                                                                                                                                                                          | N               | Lahan, (contoh: lahan parkir, lahan penyimpanan mobil bekas) |
| 10. | Manual transmission                 |                                                                                                                                                                          | N               | Transmisi manual                                             |



## Glossary Screen

## Unit 1 – Glossary – Page 2

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend me?

Oral cycle

Written cycle

**Glossary**

Summary

| No. | Vocabulary        | Pronunciation (audio) | Parts of Speech | Meaning                                                       |
|-----|-------------------|-----------------------|-----------------|---------------------------------------------------------------|
| 11. | Manufacturer      |                       | N               | Pabrik                                                        |
| 12. | mileage           |                       | N               | Jumlah mile yang telah ditempuh (tertera di <i>odometer</i> ) |
| 13. | Odometer          |                       | N               | Odometer                                                      |
| 14. | Polisher compound |                       | N               | Cairan untuk memoles                                          |
| 15. | Rust              |                       | N               | Karatan                                                       |
| 16. | Safety            |                       | N               | Keamanan                                                      |
| 17. | Scratch           |                       | N               | Goresan, lecet                                                |
| 18. | Tune-up           |                       | N               | Penyetelan                                                    |
| 19. | Used car          |                       | N               | Mobil bekas                                                   |
| 20. | Workshop          |                       | N               | Bengkel                                                       |

## Summary Screen

## Unit 1 – Summary – Page 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend me?

Oral cycle

Written cycle

Glossary

**Summary**

**Recommendation**

**Asking for recommendation**

What do you think I should do?  
What should I do?  
What do you suggest?  
If you were me what would you do?  
Do you think that I should...?

**Accepting**

That sounds good.  
I think that'll work.  
Good idea.

**Rejecting**

I don't think that will work.  
That's (maybe) not (such) a good idea because ...  
I'm not sure about that

**Recommending / Suggesting**

I recommend / suggest ...  
May I recommend/suggest ...  
You may /might like to ...  
I'd like to recommend / suggest...  
You need a car which ...  
How about ...  
Have you thought/considered about ... ?  
Why don't you buy a ... ?  
If I were you, I would buy a ...  
A ... would be ideal/perfect for you.  
You should/ shouldn't buy a ....

## Summary Screen

## Unit 1 – Summary – Page 2

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 1  
What car do you recommend me?

Oral cycle

Written cycle

Glossary

**Summary**

**Discussion Text**

**What is a discussion?**

A discussion text gives the for and againsts, the positive and negative, or the good points and the bad points about a topic. A discussion can be in spoken or written form. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.

Examples of discussion texts include: talkback radio, debates, current affairs interviews, letters to the editor, essays, newspaper articles.

**Structure of the text:**

1. An introductory paragraph that has a statement or question about the topic.
2. A series of paragraphs that give evidence, opinions, arguments for and against the topic.
3. A conclusion that gives a final point of view (opinion or recommendation), either for or against the topic.

**Language/grammatical features:**

## Vocabulary Enrichment Screen

## Unit 1 – Vocabulary Enrichment – Menu Page

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Vocabulary Enrichment

Types of car

Exterior

Interior

UNIT 1

UNIT 2



People can go to a dealership to buy a used car. A dealership is a company that sells products. The dealership usually has many types of car on the lot. A used car lot is a wide area where a dealership park the used cars so people can look around to choose the car they want.

There are many types of car. Different types of cars have different features. They are designed for different purposes. People buy cars based on their own needs and sometimes personality too.

## Vocabulary Enrichment Screen

### Unit 1 – Vocabulary Enrichment – Content 1 – Vocabulary List

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

UNIT 1  
UNIT 2

How many types of cars do you know? Study the types of cars below.



**SALOON (UK)  
SEDAN (US)**



a common car type with two rows of seats and four doors. The car has a separate boot (trunk) for luggage. has a small interior volume or space.

## Vocabulary Enrichment Screen


### Unit 1 – Vocabulary Enrichment – Content 1 – Exercise 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

UNIT 1  
UNIT 2

Drag the labels on the right to the correct pictures below.



|                                       |                                        |
|---------------------------------------|----------------------------------------|
| coupe                                 | sports car                             |
| limousine                             | van                                    |
| minivan                               | 4x4 (UK)<br>Sport Utility Vehicle (US) |
| hatchback                             | saloon (UK)<br>sedan (US)              |
| estate car (UK)<br>station wagon (US) | convertible                            |
| pick up                               | double cab                             |



## Vocabulary Enrichment Screen

### Unit 1 – Vocabulary Enrichment – Content 1 – Exercise 2

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

UNIT 1  
UNIT 2

Find cars which fit the descriptions below. Put more information about the cars.  
The first one is already done for you.

Which car(s) ....

1. has/have lots of room for passengers?  
A minivan has lots of room for passengers because it can carry 8 or 9 people.

2. is/are good for driving on bad roads?

3. is/are not suitable for large families?

4. is/are perfect for hot, sunny weather?

5. is/are ideal for small parking spaces?

6. has/have only one passenger seat?

7. is/are good for transporting goods?

*coupe convertible estate car/station wagon*  
*saloon/sedan hatchback sports car limousine*  
*van minivan 4x4/SUV pick-up double cab*

## Vocabulary Enrichment Screen

### Unit 1 – Vocabulary Enrichment – Content 2 – Vocabulary List 1


English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

UNIT 1  
UNIT 2

windscreen (UK)  
windshield (US)

windscreen wiper




## Vocabulary Enrichment Screen

### Unit 1 – Vocabulary Enrichment – Content 2 – Vocabulary List 2

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

UNIT 1  
UNIT 2



number plate (UK)  
license plate (US)

## Vocabulary Enrichment Screen


### Unit 1 – Vocabulary Enrichment – Content 2 – Exercise

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

UNIT 1  
UNIT 2

Fill the blank with the words from the picture.



1. You open the  to look at the engine.
2. The  absorb small impacts in an accident.
3. Can you put my suitcases in the , please?
4. When it starts raining, you need to switch on the .
5. Police are looking for a red sports car with the  K 17 EMW.
6. A: "What model is that?"  
B: "I don't know, I can't see the  from here."
7. It is important to inflate the  to the correct pressure before we start the trip today.
8. The Mercedes star is a well-known .
9. The  should be changed when it starts to get rusted.
10. I wish all drivers would use their  when they want to turn right or left.

## Vocabulary Enrichment Screen

### Unit 1 – Vocabulary Enrichment – Content 3 – Vocabulary List 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

UNIT 1  
UNIT 2

## Vocabulary Enrichment Screen

### Unit 1 – Vocabulary Enrichment – Content 3 – Exercise

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

UNIT 1  
UNIT 2

Type the part of car interior based on the numbers below.

Car interior:


1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.




## Unit 2 Menu Screen

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Unit 2**  
**Can you help me fix this problem?**

[Oral cycle](#)  
[Written cycle](#)  
[Glossary](#)  
[Summary](#)  
 [Vocabulary Enrichment](#)



In this unit, you are going to learn about:

- expressions used in:
  - asking for help
  - responding to people asking for help
- procedural text


## Cycle Menu Screen

### Unit 2 – Oral Cycle

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Unit 2**  
**Can you help me fix this problem?**

[Oral cycle](#)



**Learning objectives:**

**Listening**  
You will be able to identify expressions used in asking for help and responding to people asking for help (giving help or refusing to give help).


**Speaking**  
You will be able to apply the expressions used in asking for help and responding to people asking for help (giving help or refusing to give help).

## Task Screen


### Unit 2 – Oral Cycle – *Let's begin* (BKOF) – Task 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's begin

**TASK 1**  
Watch the video about a man who has a problem with his car. Answer the questions based on the video.



00:50 01:58

Vocabulary


- Where did the scene take place?
- What did happen to the car?
- Did the man know how to fix the problem?
- What did the man do to get some help to fix the car?
- How much money did he offer to people around him to fix it?
- How did other people respond him?
- If you want to ask for some help politely, what should you say?

## Task Screen

### Unit 2 – Oral Cycle – *Let's begin* (BKOF) – Task 2

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's pay attention

**Task 2**  
Listen to the dialogue below.

You will hear a dialogue between an auto repair shop's operator and a customer on the phone.  
Based on the dialogue, choose whether the statements below are true or false.

00:00 00:00


- The conversation took place in a showroom.  
☐ True  
☐ False
- The car is manufactured by Honda.  
☐ True  
☐ False
- The man wanted to wash his car there.  
☐ True  
☐ False
- The car had problems with the bumper and door locks.  
☐ True  
☐ False
- The car repair will be completed on Wednesday afternoon.  
☐ True  
☐ False


## Task Screen

### Unit 2 – Oral Cycle – *Let's pay attention* (MOT) – Task 3

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's pay attention

 **Task 3**

Listen to the dialogue again while looking at the transcript. Find some phrases from the dialogue to ask for help and to respond it.

00:00 00:00

*(Telephone rings.)*

**Operator** : Good afternoon. This is "Happy Drive" garage. How can I help you?

**Customer** : My car needs some repairs. I crashed it this morning and now the rear bumper is dented. Can I get it done here?

**Operator** : Yes, I think we can help you, Sir. Which year and model, please?

**Customer** : It's a 2004 Hyundai Getz. It has an automatic transmission.


| Asking for help      | Responses            |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |


## Task Screen

### Unit 2 – Oral Cycle – *Let's pay attention* (MOT) – Task 4

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's pay attention

 **Task 4**

Listen to the dialogue below.

You will hear a dialogue between a man and a woman on the phone. The woman has a problem with her car and she calls the man to get some help. Answer the questions below based on the dialogue.

00:00 00:00


- What happened to the woman?
- Why did the woman call the man?
- Where was the woman when she called the man?
- Why couldn't the man come to help the woman?
- How did the man help the woman?
- What tools are necessary to fix the problem?

## Task Screen

### Unit 2 – Oral Cycle – *Let's pay attention* (MOT) – Task 5

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program



Unit 2  
Can you help me fix this problem?

Oral cycle  Let's pay attention

Task 5

Listen to the dialogue again while looking at the transcript. Find some phrases from the dialogue to ask for help and to respond it.

00:00 00:00

Dion : Hi, Emmy. What's up?  
Emmy : Hmm...I'm having a little problem here.  
Dion : Ohh, what's going on?  
Emmy : You know, I've got a flat tyre and I have to pick up some guests at the airport in an hour.  
Dion : Really? Oh! You have a spare tyre, don't you?  
Emmy : Yes, I do. I have a spare tyre and all the tools here.. the jack and the spanner.  
Dion : That's good. You know how to change the flat tyre, right?


| Asking for help | Responses |
|-----------------|-----------|
|                 |           |
|                 |           |

## Task Screen

### Unit 2 – Oral Cycle – *Let's practice* (JCOT) – Task 8

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program


Unit 2  
Can you help me fix this problem?

Oral cycle  Let's practice

Task 8

Listen to a dialogue between Deni and Bima, the students of Auto Body Repair Engineering study program. They are talking in the library. Fill the blanks with the phrases you hear from the dialogue. Compare your answers with a partner.

00:00 00:00



Bima : Hi, Deni. What are you up to?  
Deni : Oh! Hi, Bima. Well, I'm just [ ]. How are you?  
Bima : I'm good. I'm [ ] an internship [ ].  
Deni : That's nice. Where is it?  
Bima : I'm [ ] in Solo. In a workshop named "Car Creativa".  
Deni : I had my internship in Magelang last year and it was such a [ ].  
I observed how they fixed some damaged cars and did [ ].  
Bima : Cool. Well anyway, [ ]?  
Deni : Sure, what is it?  
Bima : It's just that [ ]. It's a group assignment.  
I will work with other 2 partners.  
Deni : What is the assignment?  
Bima : [ ] about how to [ ] small scratches on cars.  
Deni : How can I help you with that?  
Bima : We need someone with more experience to [ ] the content.  
Can we [ ] this Sunday to discuss more about it?  
Deni : Well, let me see... Hmm, I may have something to do in the morning.  
[ ] to do it at around 1 pm?  
Bima : Fine. That's perfect!




## Task Screen

### Unit 2 – Oral Cycle – *Let's practice* (JCOT) – Task 9

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's practice

Task 9

Listen to a dialogue between a customer and an auto repair shop's operator on the phone. Fill the blanks with the phrases you hear from the dialogue. Compare your answers with a partner.

00:00 00:00

(Telephone rings.)

Operator : Good morning. This is "Car Care" garage. How \_\_\_\_\_?

Customer : \_\_\_\_\_ for a full service, please?

Operator : Certainly, madam. I just need to know \_\_\_\_\_.

Customer : I can't remember the year but it's a Honda Jazz with manual transmission.

Operator : \_\_\_\_\_ I can fit you in \_\_\_\_\_.

Customer : That would \_\_\_\_\_.

Operator : And while you've got it, could you \_\_\_\_\_ at the brakes as well?

Operator : Yes, we always \_\_\_\_\_ thoroughly.

Customer : Thank you.


Operator : Thank you, madam. Have a great day.

## Task Screen

### Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 10

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's do it

Task 10

Complete the dialogues below with appropriate expressions in asking for help. Look at the example. Then, perform it with a partner.

1. Mahmud would like to ask for some help to Desta, his classmate. His motorcycle seems to have a problem with the engine and it doesn't want to start. He needs someone to pick him up to go to the school.

Mahmud : My motorcycle won't start. I think there's a problem with the engine. If it's okay, can you pick me up on your way to school this morning?

Desta : Oh my God! Why didn't you call me earlier? Sorry, but I'm already at school.

Mahmud : That's OK. I'll try to call someone else. See you at school.


1 2 3 4 5

## Task Screen

### Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 11

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's do it

Task 11


Complete the dialogues below with appropriate expressions in responding to people who ask for some help. Look at the example. Then, perform it with a partner.

1. Hari asks Angga to accompany him to buy a book in a bookstore this afternoon. Angga cannot accompany him because he has already made an appointment with some friends.

Hari : I want to buy a book about Auto Body Repair. If you're free this afternoon, can you accompany me to go to the bookstore?

Angga : Sorry, I wish I could go with you but I have an appointment with some friends this afternoon.

Hari : That's OK. I'll try to ask someone else.




## Cycle Menu Screen

### Unit 2 – Written Cycle

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this

Written cycle



Learning objectives:

**Reading**  
You will be able to identify the purpose, the generic structure, and the language features of a procedural text

**Speaking**  
You will be able to construct a procedural text based on the given situation and information.



## Task Screen

### Unit 2 – Written Cycle – *Let's begin* (BKOF) – Task 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program


Unit 2  
Can you help me fix this

Written cycle

Let's begin

Task 1

Watch the movie clip below and observe what happens in the garage. Based on the video, choose whether the statements below are True or False. Put a tick ✓ on the right column.



Vocabulary

- The scene took place in a showroom.
  - ☐ True
  - ☐ False
- The scene took place in a garage.
  - ☐ True
  - ☐ False
- The girl came with many damages on the car.
  - ☐ True
  - ☐ False
- The car was in bad condition.
  - ☐ True
  - ☐ False
- The repairman used a hammer and dolly to fix the dent on the car.
  - ☐ True
  - ☐ False
- The repairman used a spray gun to paint the body of the car.
  - ☐ True
  - ☐ False
- The car still used the old tyre.
  - ☐ True
  - ☐ False
- The repairman gave the car a new bonnet.
  - ☐ True
  - ☐ False

## Task Screen

### Unit 2 – Written Cycle – *Let's begin* (BKOF) – Task 2

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program


Unit 2  
Can you help me fix this

Written cycle

Let's begin

Task 2

Rearrange the steps done in repairing the car from the box on the right. Check your answers by watching the movie again.



Seven steps to repair "Herbie":

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

check the machine    paint the body    put stickers on the body

change the bonnet    change the tyre    check the interior    prepare the tools

## Task Screen


### Unit 2 – Written Cycle – *Let's pay attention* (MOT) – Task 3

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem

Written cycle  Let's pay attention

**TASK 3**  
You will hear the words below mentioned in the video in task 4.  
Drag and match the words in the box with the pictures.


bolt / lug bolt

hubcap

jack

screwdriver









puncture

flat tyre

nut / lug nut

spare tyre

spanner


  
  
  
  
  
  
  
  


## Task Screen



### Unit 2 – Written Cycle – *Let's pay attention* (MOT) – Task 4

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program


Unit 2  
Can you help me fix this problem

Written cycle  Let's pay attention

**TASK 4**  
Watch the video about a man, named Bren, telling how to change a flat tyre with a spare tyre.  
His friend, Jane, recorded him and uploaded the tutorial video on YouTube.

1 2



Take the spare tyre out of the boot.

00:30 03:51

**Study the instructions on how to change a flat tyre**

1. Take the spare tyre out of the boot.
2. Take the hub cap off.
3. Use the screwdriver.
4. Loosen the bolts.
5. Turn them anti-clockwise.
6. Put the spanner on the bolt.
7. Put the jack under the car.
8. Lift it so the car is off the ground.
9. Turn it anti-clockwise to undo the bolts.
10. Take the tyre off. Take the wheel off.
11. Put the bolts back in and tighten them by turning them clockwise.
12. Let the jack down,
13. Put the hub cap back on.

## Task Screen

### Unit 2 – Written Cycle – *Let's pay attention* (MOT) – Task 5

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

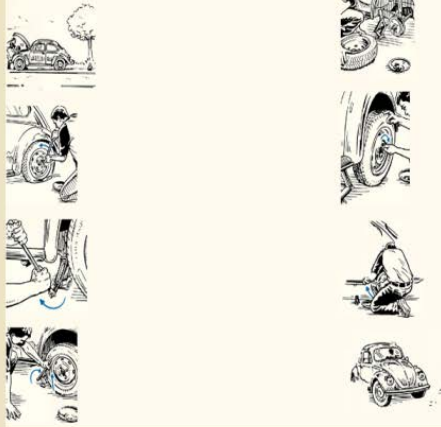
Unit 2  
Can you help me fix this problem

Written cycle

Let's pay attention

**TASK 5**  
Match the instruction with the pictures below.

**Changing A Flat Tire: The Illustrated Guide**



Remove lug nuts from wheel by turning them counter-clockwise, and keep them in your hubcap so they don't roll away. Remove the flat tire.

Lower jack until the wheel is firmly on the ground. Finish tightening your lug nuts with the lug wrench.

Place the spare tire on the car. Once wheel is on, replace the lug nuts and tighten them by hand and then with your lug wrench. Do not tighten them firmly yet.

Remove the hubcap so you can get to the lug nuts. Loosen nuts with a lug wrench. Don't take them off yet.

Park your car on the flat ground. Put on the emergency brake and hazard lights, and then set up reflective warning triangle. Remove the tools needed from the car.

Place the jack under the car. Check your user's manual for the correct placement. Turn crank clockwise to raise the car.

Turn the crank until the wheel is high enough above the ground to remove the tire. Don't put your hands or legs under the car—it could fall and injure you.

Finally, after changing the flat tire with the spare tire, drive your car to a garage to fix the flat tire.

## Task Screen

### Unit 2 – Written Cycle – *Let's pay attention* (MOT) – Task 6


English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem

Written cycle

Let's pay attention

**Task 6**  
Study the materials below with your partner. Look at various damages on cars below.



a dent on the left side of the front bumper




## Task Screen

### Unit 2 – Written Cycle – *Let's pay attention* (MOT) – Task 7


English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem


Written cycle  Let's pay attention

**TASK 7**  
Look at the picture below. Answer the questions about the picture.

**Car A**



**Car B**



1. What's the problem with car A?
2. What's the problem with car B?
3. Do you know any auto repair technique to fix the problems with car A and car B? Can you mention it?

## Task Screen

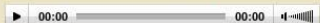
### Unit 2 – Written Cycle – *Let's pay attention* (MOT) – Task 8

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem

Written cycle  Let's pay attention

**TASK 8**  
Listen to the audio and fill the blank with signal words you hear from the audio.  
Check your answers with your partner.



Some panels on the wrecked car can be difficult to repair. It depends on the level of the damage, whether it is a minor damage or a major damage. , a repairman will check all of the damages. , he will decide whether the part of the car will be repaired or replaced. A minor damage on cars such as dents can be repaired by using hammer-and-dolly technique. The technique is used to basically straighten the metal. , a repairman should prepare a hammer and a dolly. , the repairman holds the dolly and put it under the damaged metal. The repairman  should hit the damaged metal with another hand holding the hammer to straighten it. The repairman should hit the metal in some area several times until the metal  gets back to the normal shape.




## Task Screen

### Unit 2 – Written Cycle – *Let's pay attention* (MOT) – Task 9

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem

Written cycle

Let's pay attention

TASK 9  
Study the explanation below.

### Procedural Text

Structure of the text:

1. An introductory statement giving the aim or goal (title of the text or an introductory paragraph)
2. Materials needed for completing the procedure ( a list or a paragraph)
3. A sequence of steps in the correct order
  - Numbers can be used to show first, second, third, and so on.
  - Words such as now, next, and after this can be used.

Chronological transition signals

| Transition Signals |               |            | Subordinators |       | Others                |
|--------------------|---------------|------------|---------------|-------|-----------------------|
| First,             | First of all, | Soon,      | After         | Since | The first step ...    |
| Second,            | After that,   | Gradually, | As            | Until | In the second step... |
| Next,              | Finally       | meanwhile  | As soon as    | When  | On the third day...   |
| Now                | last          |            | before        | while | During the night...   |
| then               |               |            |               |       |                       |

## Task Screen

### Unit 2 – Written Cycle – *Let's pay attention* (MOT) – Task 10

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem

Written cycle

Let's pay attention

TASK 10  
Now let's look at the structure and language features of the previous text.

Structure

Introductory statement  
(shown in the title)

Materials needed  
for completing the  
procedure (shown in  
the illustrations)

A sequence of steps  
in the correct order

### Changing A Flat Tire: The Illustrated Guide

Sentences that begin with verbs  
and are stated as commands.

Park your car on the flat ground.  
Put on the emergency brake and  
hazard lights, and then set up  
reflective warning triangle. Remove  
the tools needed from the car.

Remove the hubcap so you can get to the  
lug nuts. Loosen nuts with a lug wrench.  
Don't take them off yet.

## Task Screen



### Unit 2 – Written Cycle – *Let's practice* (JCOT) – Task 11






English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle **Let's practice** TASK 11 Fill the blanks with the words in the box.

### Hammer-and-dolly Technique to Remove Dents

1.  the damage.  
2.  what technique you will use to repair it.

If you want to use the hammer-and-dolly technique,  
3.  the tools needed (hammers and dollies).  
4.  the dolly with a hand and the hammer with another hand.  
5.  the metal towards the dolly to straighten the damaged metal.  
6.  a flat edge to check your progress.  
7.  the tools back to the box.

Hit it several times until the shape changes.  
Stop when the metal is already in a normal shape.

|      |       |        |         |
|------|-------|--------|---------|
| put  | check | hit    | prepare |
| hold | use   | decide | put     |

## Task Screen

### Unit 2 – Written Cycle – *Let's practice* (JCOT) – Task 12

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

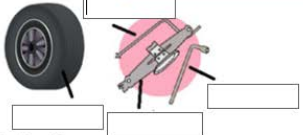
Written cycle **Let's practice** TASK 12 Fill the blanks with the words in the box.

### How do I change a flat tyre?



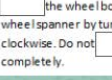
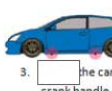
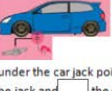

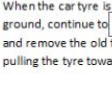

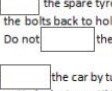


Step-by-step Guide to Changing a Tyre

**Caution!**  
Before proceeding, make sure your emergency brake is on and your car is on the flat ground.

**Tools needed:**



**Instructions:**

-  the tools (spare tyre, car jack, crank, and wheel spanner) out of the boot. The tools are kept under the carpet.
-  the wheel/bolts with the wheel spanner by turning it counter clockwise. Do not  the bolts completely.
-  the car jack under the car jack point. Insert the crank handle into the jack and  the car by turning it clockwise.
-  When the car tyre is lifted off the ground, continue to  all bolts and remove the old tyre. Remove it by pulling the tyre towards yourself.
-  the spare tyre on the car. Put the bolts back to hold the tyre in place. Do not  the bolts yet.
-  the car by turning the crank anti-clockwise until the jack is fully closed and car is on the ground.
-  the wheel/bolts by turning the crank clockwise.

**Done!**

|               |        |         |
|---------------|--------|---------|
| spare tyre    | take   | remove  |
| crank handle  | loosen | put     |
| car jack      | remove | tighten |
| wheel spanner | put    | lower   |
|               | lift   | tighten |




## Task Screen


### Unit 2 – Written Cycle – *Let's do it* (ICOT) – Task 13

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle  Let's do it

**TASK 12:**  
Watch the video below and observe what happened to the black car. After that, read the paragraphs below.



Oh...

All scratches are not the same. Some scratches can be shallow, while some others can be deep. A shallow scratch only goes through the clear coat and colour layer. On the other hand, a deep scratch goes through the primer and steel layer.

If there's still colour at the bottom of the scratch, it is possible to remove it with some sanding, buffing, and waxing techniques.


[see picture](#)

## Task Screen

### Unit 2 – Written Cycle – *Let's do it* (ICOT) – Task 14(1)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle  Let's do it

**TASK 14**  
Read the following threads on a forum and write the instructions on how to remove minor scratches on cars. You can use the words in the box. Compare your work with your classmates'.


|                                                                                   |                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 03-28-2012, 06:46 PM<br>ID name : Robbie<br>Join Date : Jan 2012<br>Post(s) : 1   | I can't get the scratches out of my paint<br><br>Hello!<br><br>I bought a used 2008 Honda Jazz, which overall is in very good condition but there are several scratches on the car. I think these are just minor scratches. The scratch doesn't ruin the paint. But I want to remove them.<br><br>Did anyone ever have experience with this? How do I fix it? |
| 03-28-2012, 07:13 PM<br>ID name : Glenn<br>Join Date : April 2010<br>Post(s) : 23 | Hello, Robbie!<br><br>I bought a car polisher compound to remove the scratches on my car. I used the compound to rub the scratch. I had to rub it several times until I could not see the scratch anymore. After the scratch was gone, I finished it with car wax.                                                                                            |
| 03-28-2012, 07:42 PM<br>ID name : John<br>Join Date : Nov 2011<br>Post(s) : 9     | A friend at a bodyshop told me if you can't feel the scratch with your finger nail, you can do the method described by Glenn . But if you can feel the scratch with your nail, you need to rub the scratches with the sandpaper before rubbing it with a polisher compound.                                                                                   |
| 03-28-2012, 08:02 PM<br>ID name : Billie<br>Join Date : Dec 2011<br>Post(s) : 5   | Yes, I agree with all replies here. So you need to prepare a car polisher compound, car wax, cloth, sandpaper, and a polisher buffer.                                                                                                                                                                                                                         |




## Task Screen

### Unit 2 – Written Cycle – *Let's do it* (ICOT) – Task 14(2)

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?







Written cycle  Let's do it

#### How to Remove Shallow Scratches on Cars

Tools Needed:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 
- 
- 
- 
- 
- 

rub put    wipe finish    continue polish

## Glossary Screen

### Unit 2 – Glossary – Page 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

















Unit 2  
Can you help me fix this problem?

Oral cycle

Written cycle

**Glossary**

Summary

| No. | Vocabulary            | Pronunciation (audio)                                                                                                                                                                                                                                       | Parts of Speech | Meaning                    |
|-----|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------|
| 1.  | Anti-clockwise        |                                                                                                                                                                          | Adj, Adv        | Berlawanan arah jarum jam  |
| 2.  | Auto body repair      |    | N               | Perbaikan bodi otomotif    |
| 3.  | Auto repair shop      |    | N               | Bengkel perbaikan otomotif |
| 4.  | Clockwise             |                                                                                                                                                                          | Adj, Adv        | Searah jarum jam           |
| 5.  | Hold                  |                                                                                                                                                                          | V               | Memegang                   |
| 6.  | Lift                  |                                                                                                                                                                          | V               | Mengangkat                 |
| 7.  | Loosen                |                                                                                                                                                                          | V               | Melonggarkan, melepaskan   |
| 8.  | Polish                |                                                                                                                                                                          | V               | Memoles                    |
| 9.  | Push _____ into _____ |                                                                                       | V               | Mendorong _____ ke _____   |
| 10. | Put _____ on _____    |                                                                                       | V               | Meletakkan _____ di _____  |

## Glossary Screen

## Unit 2– Glossary – Page 2

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle

Written cycle

**Glossary**

Summary

| No. | Vocabulary        | Pronunciation (audio) | Parts of Speech | Meaning                     |
|-----|-------------------|-----------------------|-----------------|-----------------------------|
| 11. | Put ___ under ___ |                       | V               | Meletakkan ___ di bawah ___ |
| 12. | Remove            |                       | V               | Memindahkan, melepaskan     |
| 13. | Replace           |                       | V               | Mengembalikan, menggantikan |
| 14. | Rub               |                       | V               | menggosok                   |
| 15. | Straighten        |                       | V               | Meluruskan                  |
| 16. | Take ___ off      |                       | V               | Melepaskan ___              |
| 17. | Take ___ out      |                       | V               | Mengeluarkan ___            |
| 18. | Tighten           |                       | V               | Mengencangkan               |
| 19. | Turn              |                       | V               | Memutar                     |
| 20. | Undo              |                       | V               | Melepaskan, melonggarkan    |

## Summary Screen

## Unit 2 – Summary – Page 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle

Written cycle

Glossary

**Summary**

| Asking for help                        | Responses                     |                                    |
|----------------------------------------|-------------------------------|------------------------------------|
|                                        | Giving help                   | Refusing to give help              |
| If _____, may I ask you a favour?      | Sure, what is it?             | I'm sorry. Actually, _____.        |
| Could you help me (verb) ?             | Mhm?                          | I wish I could help you, but _____ |
| Can you help me (verb) ?               | What do you need my help for? |                                    |
| It's just that _____                   | Hmm, let me see.              |                                    |
| I'd really be glad if you could _____. | Well                          |                                    |

Examples

Asking for help Responses

If **(condition)**, may I ask you a favour?

If you're not too busy, may I ask you a favour?

If it's ok, may I ask you a favour?

If you don't mind, may I ask you a favor?

If it's possible may I ask you a favor?

1 2 3 4

## Summary Screen

## Unit 2 – Summary – Page 2

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Unit 2**  
**Can you help me fix this problem?**

Oral cycle

Written cycle

Glossary

**Summary**

**Procedural Text**

**Structure of the text:**

1. An introductory statement giving the aim or goal (title of the text or an introductory paragraph)
2. Materials needed for completing the procedure ( a list or a paragraph)
3. A sequence of steps in the correct order
  - Numbers can be used to show first, second, third, and so on.
  - Words such as now, next, and after this can be used.

**Chronological transition signals**

| Transition Signals                        |                                                 |                                  | Subordinators                       |                                 | Others                                                                                    |
|-------------------------------------------|-------------------------------------------------|----------------------------------|-------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------|
| First,<br>Second,<br>Next,<br>Now<br>then | First of all,<br>After that,<br>Finally<br>last | Soon,<br>Gradually,<br>meanwhile | After<br>As<br>As soon as<br>before | Since<br>Until<br>When<br>while | The first step ...<br>In the second step...<br>On the third day...<br>During the night... |

## Vocabulary Enrichment Screen

## Unit 2 – Vocabulary Enrichment – Menu Page


English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment**

Damages Tools

UNIT 1

UNIT 2



00:59 07:30



## Vocabulary Enrichment Screen

### Unit 2 – Vocabulary Enrichment – Content 1 – Vocabulary List

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

**Vocabulary Enrichment**

UNIT 1  
UNIT 2

Damages Tools

Verbs to describe damages:






break --> broken cup






## Vocabulary Enrichment Screen

### Unit 2 – Vocabulary Enrichment – Content 1 – Exercise 1

English for 11<sup>th</sup> Grade Students of Auto Body Engineering Study Program

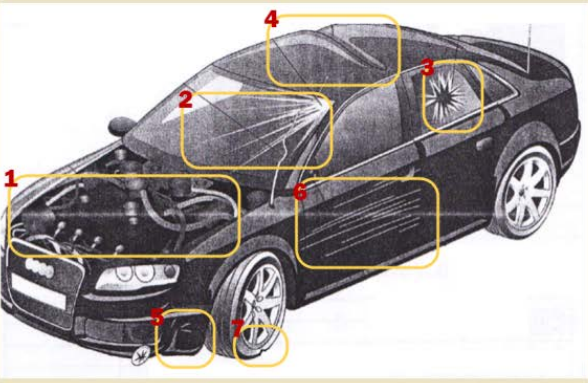
**Vocabulary Enrichment**

UNIT 1  
UNIT 2

Damages Tools

Fill the blank with the words in the box.

|         |           |           |        |
|---------|-----------|-----------|--------|
| broken  | bent      | cracked   | dented |
| missing | scratched | punctured |        |



**Damages on the car:**

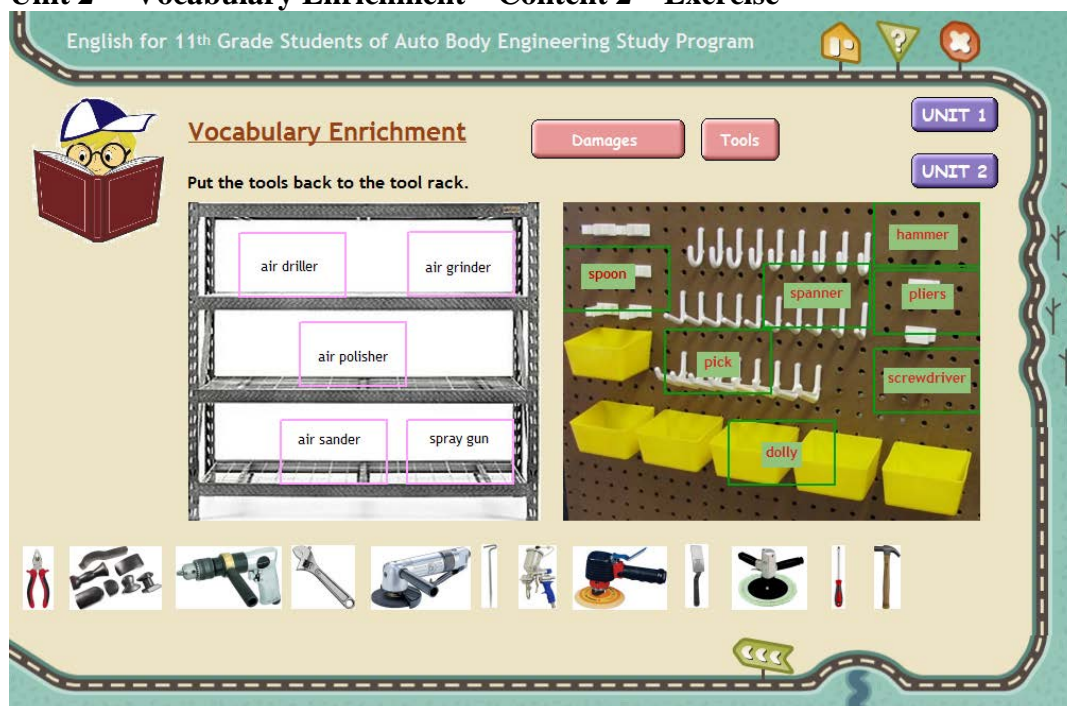
1.  hood
2.  windscreen
3.  rear side window
4.  roof
5.  front bumper
6.  front door
7.  front tyre



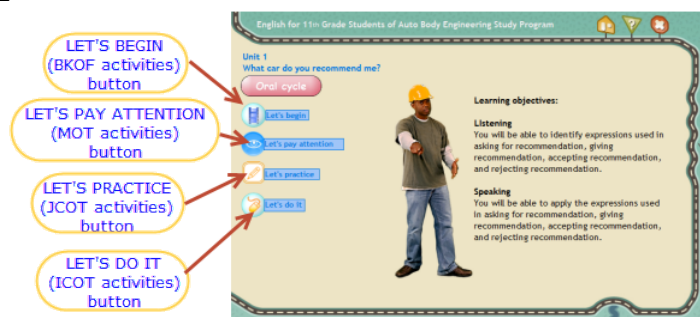


## Vocabulary Enrichment Screen

### Unit 2 – Vocabulary Enrichment – Content 2 – Exercise



### User Guide 1



### User Guide 2



# **APPENDIX C:**

## **THE REVISED VERSION**

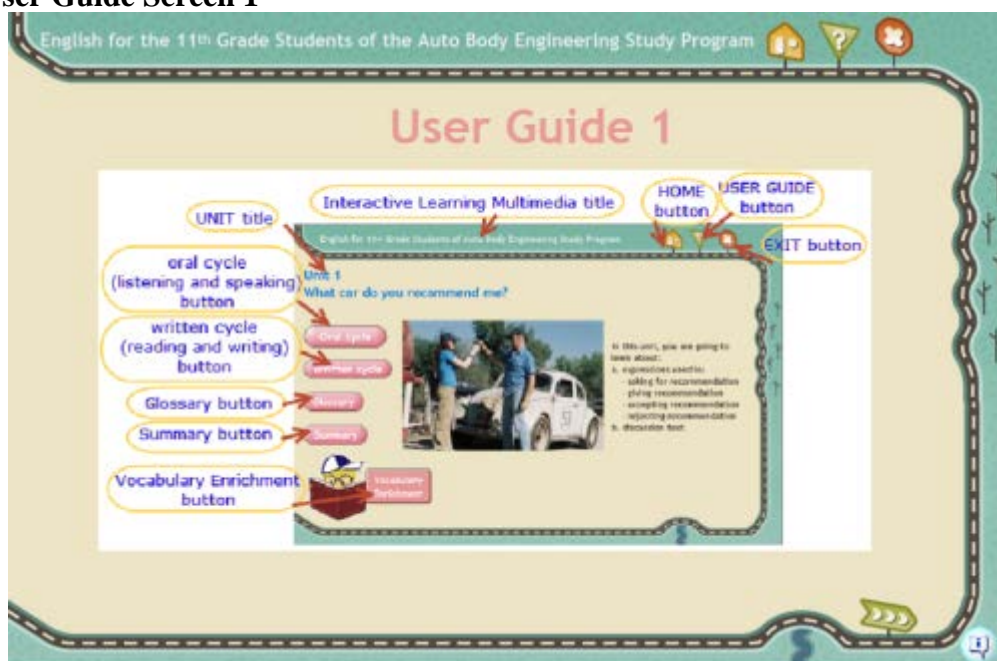
The Revised Version of the Interactive  
Learning Multimedia

## The Revised Version of the Interactive Learning Multimedia

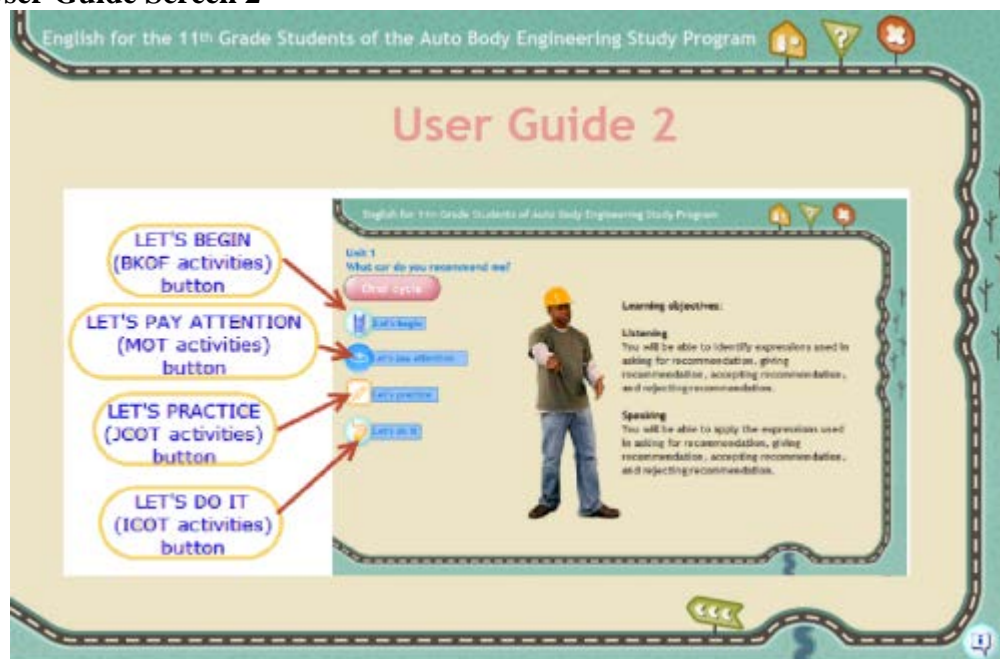
### Title Screen



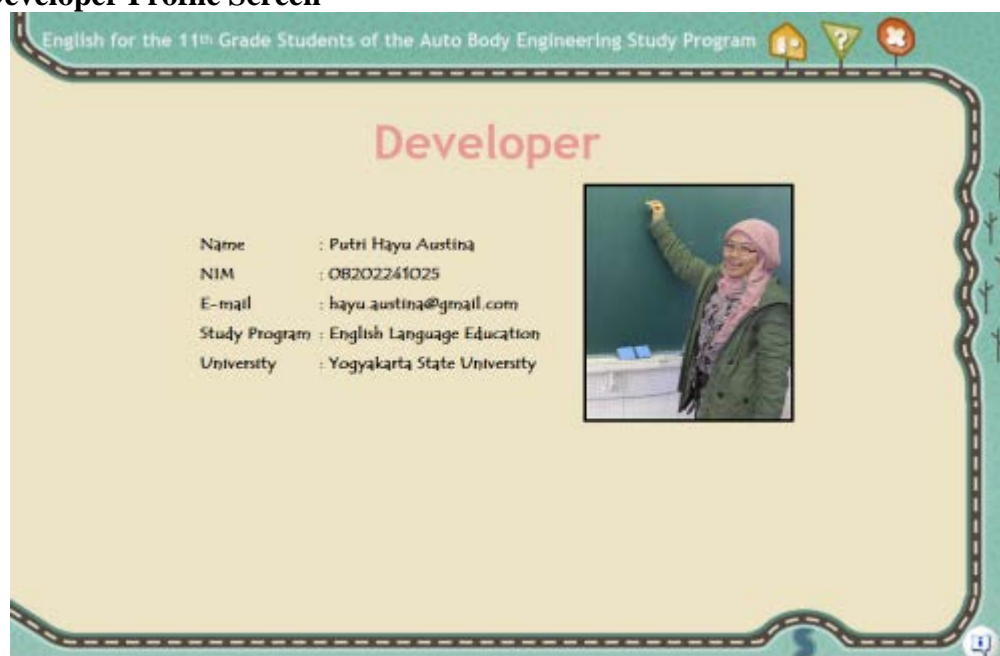
### User Guide Screen 1



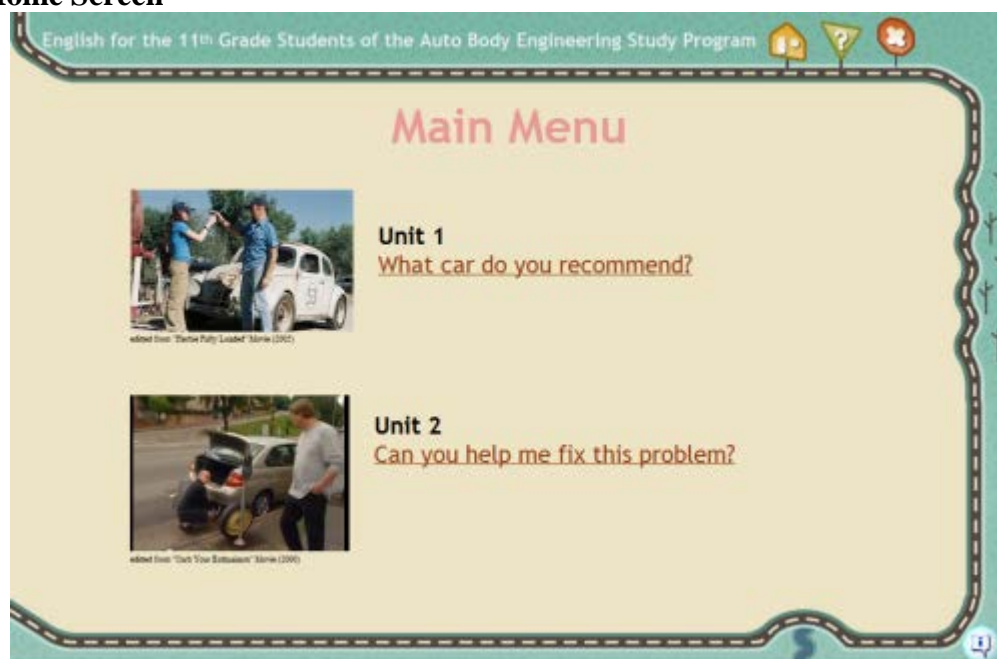
## User Guide Screen 2



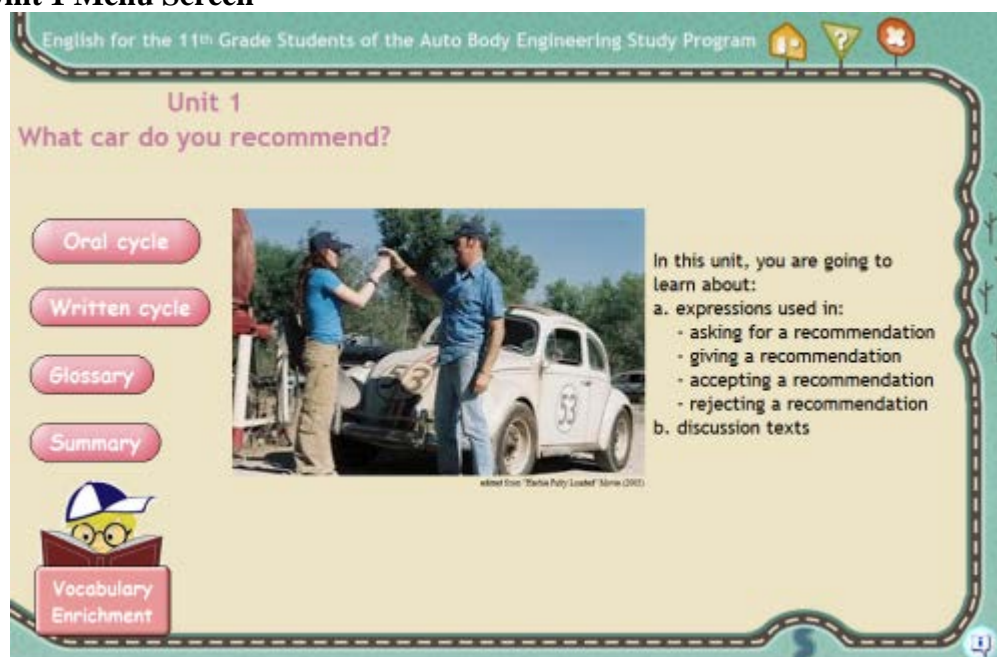
## Developer Profile Screen



## Home Screen



## Unit 1 Menu Screen





## Cycle Menu Screen

### Unit 1 – Oral Cycle

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

**Oral cycle**



**Learning objectives:**

**Listening**  
You will be able to identify expressions used in asking for, giving, accepting, and rejecting a recommendation.

**Speaking**  
You will be able to apply the expressions used in asking for, giving, accepting, and rejecting a recommendation.

## Task Screen


### Unit 1 – Oral Cycle – *Let's begin* (BKOF) – Task 1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

**Oral cycle** **Let's begin**

**TASK 1**  
Watch the movie clip and answer the questions below.



Hey, how much for the Nissan?

edited from "The Fast and the Furious" Movie (2001)

- Where did the conversation take place?
- Do you know any place like this in your city? If yes, where?
- Have you ever been to this place?
- What kind of cars can people find in the video?
- Who are the people in the video?
- What were the people doing and talking about in the video?



## Task Screen

### Unit 1 – Oral Cycle – *Let's pay attention* (MOT) – Task 2A

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's pay attention

**TASK 2A**  
Listen to a conversation between 3 people: a father, his daughter, and a used car seller.  
The father and daughter are looking for a car for the daughter.

00:00 00:00

Downloaded from www.englishpod.com

Part 10, dad  
I need a car

This sedan is a perfect vehicle  
for a young driver!

This car has 3 inches of reinforced steel  
to protect your daughter from short range  
missile attacks

## Task Screen

### Unit 1 – Oral Cycle – *Let's pay attention* (MOT) – Task 2B

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's pay attention

**TASK 2B**  
Listen to the conversation again and answer the questions below. Click on the right answer.

- Where did the conversation probably take place?
  - ☐ At the mall.
  - ☐ At a new car showroom.
  - ☐ At a parking lot.
  - ☐ At a used car lot.
- Which car did the seller recommend?
  - ☐ A 1995 sedan.
  - ☐ A 1996 sedan.
  - ☐ A 1997 sedan.
  - ☐ A 1998 sedan.
- Why did the man recommend the sedan?
  - ☐ The car is not expensive, so it's a perfect vehicle for the young girl.
  - ☐ The car has a quite bad gas mileage but it is still good for a young driver.
  - ☐ The car has a beautiful design and it suits the young girl.
  - ☐ The car has a really good gas mileage and it is safe because it has dual airbags and anti lock brakes.
- How did the girl respond to the recommendation of the sedan?
  - ☐ The girl rejected the sedan.
  - ☐ The girl didn't accept the sedan.
  - ☐ The girl seemed happy with the sedan.
  - ☐ The girl felt uncertain about the sedan.
- What do you think about the conversation?  
Does it have a surprising ending?  
How did the daughter react on his dad's choice?

00:00 00:00

Downloaded from www.englishpod.com

check my answer

## Task Screen

### Unit 1 – Oral Cycle – *Let's pay attention* (MOT) – Task 3

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's pay attention

**TASK 3**  
Listen to conversation 1 again while looking at the transcript. Observe how people ask for, give, and respond to a recommendation. Write down your observation in the table below.

show you something we just got in a 1996 sedan. Excellent gas mileage, it has dual airbags and anti lock brakes; a perfect vehicle for a young driver.

C : Dad, I love it! It's awesome! Can we get this one please?

B : I see. What can you tell me about this one?

A : Oh. That's just an old World War Two tank that we use for TV commercials. Now about this sedan...

B : Whoa. whoa. tell me more about this tank.

A : Well, sir. If you're looking for quality and safety, then look no

asking for a recommendation

giving a recommendation

responding to a recommendation

accepting a recommendation

rejecting a recommendation

## Task Screen

### Unit 1 – Oral Cycle – *Let's pay attention* (MOT) – Task 4A

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's pay attention

**TASK 4 A**  
Listen to a conversation between 3 people: a husband, his wife, and a used car seller. The couple is looking for a car for their family.

This 2005 Ford Ranger Double Cabin has 2 rows of seats for a driver and 4 passengers.

This Toyota Avanza is a typical family car.

Yes, we have 3 kids. We need a big car

## Task Screen

### Unit 1 – Oral Cycle – *Let's pay attention* (MOT) – Task 4B

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle

Let's pay attention

**TASK 4 B**  
Listen to the conversation again and answer the questions below. Click on the right answer.

- What are the potential buyers' requirement about the car?
  - ☐ They want a small car just for both of them.
  - ☐ They want more room in the car because they have three children.
  - ☐ They want a strong car to travel on the rough ground.
  - ☐ They want a car with a big cabin to bring many luggages.
- What type of car does the dealer firstly recommend?
  - ☐ A minivan.
  - ☐ An SUV.
  - ☐ A hatchback.
  - ☐ A double cabin car.
- What do the potential buyers feel about the first recommendation?
  - ☐ They agree with the recommendation.
  - ☐ They reject the recommendation.
  - ☐ They feel satisfied with the recommendation.
  - ☐ They accept the recommendation.
- Why does the dealer recommend another car?
  - ☐ The first car is too big to be used as a city car.
  - ☐ The first car is just too expensive.
  - ☐ The first car is not big enough for the whole family.
  - ☐ The car can carry much luggage.
- Which one is not true about the second recommendation?
  - ☐ The car can be a more flexible car for both travelling inside and outside the city.
  - ☐ The car has a big enough interior space.
  - ☐ The car can't move easily around the city roads.
  - ☐ The car is a typical family car.

00:00 00:00

check my answer

## Task Screen

### Unit 1 – Oral Cycle – *Let's pay attention* (MOT) – Task 5

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle

Let's pay attention

**TASK 5**  
Listen to conversation 2 again while looking at the transcript. Observe how people ask for, give, and respond to a recommendation. Write down your observation in the table below.

00:00 00:00

A : Hello, how can I help you?  
B : We're looking for a car for our family. We're thinking of buying a used car instead of a new car.  
A : What type of car are you looking for?  
C : Hmm, we don't want a small car because we have 3 kids. So we need a bigger car. And we love travelling to different places such as beaches or other cities.  
A : Ohh, I see.  
B : So, what car can you recommend for us?  
A : How about buying a double cabin car? We have a 2005

| asking for a recommendation | giving a recommendation |
|-----------------------------|-------------------------|
|                             |                         |

responding to a recommendation

| accepting a recommendation | rejecting a recommendation |
|----------------------------|----------------------------|
|                            |                            |



## Task Screen

### Unit 1 – Oral Cycle – *Let's pay attention* (MOT) – Task 6A

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's pay attention

**TASK 6 A**  
Study the following expressions. These are various expressions on how people ask for, give, accept, and reject a recommendation.

| Asking for a recommendation                                                                                                                                                                                                                                                                                                                                       | Accepting a recommendation                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| What do you think I should do?<br>What should I do?<br>What do you suggest?<br>If you were me what would you do?<br>Do you think that I should...?                                                                                                                                                                                                                | That sounds good.<br>I think that'll work.<br>Good idea.                                                      |
| Giving a recommendation                                                                                                                                                                                                                                                                                                                                           | Rejecting a recommendation                                                                                    |
| I recommend / suggest ...<br>May I recommend/suggest ...<br>You may /might like to ...<br>I'd like to recommend / suggest...<br>You need a car which ...<br>How about ...<br>Have you thought/considered about ... ?<br>Why don't you buy a ... ?<br>If I were you, I would buy a ...<br>A ... would be ideal/perfect for you.<br>You should/ shouldn't buy a ... | I don't think that will work.<br>That's (maybe) not (such) a good idea because ...<br>I'm not sure about that |

## Task Screen

### Unit 1 – Oral Cycle – *Let's pay attention* (MOT)– Task 6B

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's pay attention

**TASK 6 B**  
Practice the examples with your friend.

Examples:

- A : I'm looking for a station wagon car. Do you have any recommendation?  
 B : I recommend this Toyota Alphard.  
 A : Good idea. It's a great car.
- A : I'm looking for a car which is easy to drive on the city roads.  
 B : What do you recommend?  
 A : Have you considered about buying a KIA Picanto?  
 A : That sounds nice.
- A : There is a scratch on the left fender. What should I do?  
 B : How about giving it a polisher compound?  
 A : I don't think that will work. It's not a shallow scratch.
- A : I like adventure trips, so I need a car to travel on bad roads.  
 B : If I were you, I would buy Toyota Fortuner. It's a really great SUV.  
 A : I'm not sure about that. I need the one with a big cabin, such as a double cab.

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 7 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program


Unit 1  
What car do you recommend?

Oral cycle *Let's practice*

**TASK 7**  
Listen to several short dialogues below. Fill in the blank with the dialogue you hear. After you fill in all the blanks, discuss your answers with a partner. Practice the dialogues together with a good intonation and pronunciation.

1.  00:00 00:00

A : I'm planning to buy a car for my son's birthday.  
What  you  me? 


B : How about  him a Honda Jazz? 

It's a popular car for a young . 


A : That  good. I  he will like it. 

2.  00:00 00:00

A : My brother is thinking of modifying his car.  
What do you ? 

B : What's your brother's car?  
A : It's a 2000 Toyota white . 

B : If I were your brother, I would  it metallic blue. 

A : Wow! That's a  idea. 


## Task Screen


### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 7(2)


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program


Unit 1  
What car do you recommend?


Oral cycle *Let's practice*


3.  00:00 00:00


A : I think I need a car to run my business well.  
Do you  any suitable car for me? 


B : Yes, you need a car with more  for keeping goods.  
There are some options: pick-up cars,  cars, or vans. 


A : I think I'm going to  a pick-up car. 


4.  00:00 00:00


A : Hey, what happened?  
B : I drove the car this morning and a motorcycle hit the side door.  
It has a long  now. 

A : Oh, that's terrible.  
B : Do you think I should go to an    ? 

A : You shouldn't go there, I think.  
It seems to be just a  scratch. 

Look at here! It doesn't  the paint. 

B : So what  I do? 

Get some polisher compound! It can  the scratch. 

A : Alright. I'll get it soon.

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 8 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

**TASK 8**

Work in pairs. Complete the dialogues between a customer and a used car dealer. After that, practice the dialogues with your partner. The first number has been done for you.

1. Dealer : Good afternoon. How can I help you?  
 Customer : *I'm looking for a small car, but it has to be from 2003 or more. (telling the requirements)*  
*What can you recommend me? (asking for recommendation)*  
 Dealer : Great. *You might like to buy this one. A 2006 Toyota Yaris. (giving recommendation)*  
 It has automatic transmission, so it's easy to drive. The condition is still good, too.  
 Customer : *It looks good. (accepting recommendation)*

2006 Toyota Yaris  
Automatic transmission  
Good condition

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 8(2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

2. Dealer : What type of car are you looking for, sir?  
 Customer :   
 (telling the requirements)  
 Dealer :   
 (giving recommendation)  
 It is a strong car and has good treatment from the previous owner.  
 Customer :   
 (rejecting recommendation)  
 A 1995 car is quite old.

1995 Isuzu Trooper  
Manual transmission  
Strong car  
Good treatment from the previous owner



## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 8 (3)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

3. Dealer : Hi, are you looking for any certain car?  
Customer :   
(telling the requirements)  
Dealer :   
(giving recommendation)  
It has new paint and the machine is still in good condition.  
Customer :   
(accepting recommendation)

Customer

- Cheap car
- Area with clean air

www.carsandmore.com  
1985 Volkswagen Beetle  
Manual transmission  
New paint  
Good condition of machine

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 8(4)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

4. Dealer : Good morning, sir. May I help you?  
Customer :   
(telling the requirements)  
Dealer :   
(giving recommendation)  
It has a big space for 8 people. It is in good condition, no dent and no scratch.  
Customer :   
(rejecting recommendation)  
It looks too big for our garage.

Customer

- Family car
- Area which is less than 10 years ago

2005 Suzuki APV  
Manual transmission  
No scratch no dent  
Good condition  
Big space for 8 passengers

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 8(5)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

5. Dealer : Good morning, sir. May I help you?  
Customer :   
(telling the requirements)  
Dealer :   
(giving recommendation)  
It has been modified into a sporty car. This car has good machine for driving in high speed.  
Customer :   
(accepting recommendation)

Customer  
Drive in high speed  
Sporty car

2008 Toyota Sedan  
Sporty modification  
Sporty exterior and interior  
Good machine  
Drive in high speed

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 9 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

TASK 9

Complete the dialogue between a buyer and a used car seller based on the information and pictures below. The buyer asks for a recommendation, while the used car seller gives a recommendation. The first one has been done for you.

1. Janet Dawson is a 29-year old business woman. She loves driving. She also travels a lot for business and pleasure.

I love driving and I also travel a lot for business and pleasure. What do you recommend?

I'd like to recommend a sedan for you. You will like this 2007 Toyota Camry.

2007 Toyota Camry

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 9(2)

[illegible]

## Task Screen

Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 9(3)

Unit 1 Oral Cycle Let's practice (601) Task 3(5)


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1


What car do you recommend?

Oral cycle Let's practice


3. Tina Hills lives in a big city. She is looking for a city car which is easy to drive and park. She is stuck in a traffic jam a lot of time.



<http://www.artsandcraftsforcitycars.com/2010/02/02/>



[http://img.ezpic.com/1171322849\\_2\\_46x279\\_47557475.jpg](http://img.ezpic.com/1171322849_2_46x279_47557475.jpg)



**2010 Suzuki Splash (automatic transmission)**

[http://global.suzuki.my/wordpress/wp-content/uploads/2010/04/Suzuki\\_Splash\\_Front.jpg](http://global.suzuki.my/wordpress/wp-content/uploads/2010/04/Suzuki_Splash_Front.jpg)

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 9(4)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle  Let's practice

4. John Owens has a large family. He needs a car which has 8-9 seats.






**2008 Honda Freed**  
[http://upload.wikimedia.org/wikipedia/commons/2/28/2008\\_Honda\\_Freed\\_01.jpg](http://upload.wikimedia.org/wikipedia/commons/2/28/2008_Honda_Freed_01.jpg)

## Task Screen




### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 9(5)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle  Let's practice

5. Edward Mitchell is a professional photographer. He likes adventures and travels on bad roads many times.

**2006 Toyota Fortuner**  
[http://img400.id.idn.co.id/114327124/12611\\_4188087\\_41988-Toyota-Fortuner-15-D4D-Turbo.jpg](http://img400.id.idn.co.id/114327124/12611_4188087_41988-Toyota-Fortuner-15-D4D-Turbo.jpg)





## Task Screen



### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 10(3)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program


Unit 1  
What car do you recommend?

Oral cycle Let's practice

3. A car seller recommends a pick-up (2004 Isuzu D-max) to a buyer, named Tony Rogers. He needs a car to run his business well. He thinks that a pick-up can be used to deliver things, but it's not well-protected from rain.

2004 Isuzu D-max  
[http://imgpoll.ch.co.kr/11/04/01/17/171208\\_7109380\\_5-Isuzu-D-max-pick-up-1000x1000-regular-massat-car-market-condition-Gary.jpg](http://imgpoll.ch.co.kr/11/04/01/17/171208_7109380_5-Isuzu-D-max-pick-up-1000x1000-regular-massat-car-market-condition-Gary.jpg)



[http://imgpoll.ch.co.kr/11/04/01/17/171208\\_7109380\\_5-Isuzu-D-max-pick-up-1000x1000-regular-massat-car-market-condition-Gary.jpg](http://imgpoll.ch.co.kr/11/04/01/17/171208_7109380_5-Isuzu-D-max-pick-up-1000x1000-regular-massat-car-market-condition-Gary.jpg)

## Task Screen

### Unit 1 – Oral Cycle – *Let's practice* (JCOT) – Task 10(4)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's practice

4. A car seller recommends a van (2007 Daihatsu Gran Max) to a buyer, named Tony Rogers. He thinks that a van is an ideal car to deliver things because it's safer than a pick-up.




2007 Daihatsu Gran Max  
[http://imgpoll.ch.co.kr/11/04/01/17/171208\\_7109380\\_5-Isuzu-D-max-pick-up-1000x1000-regular-massat-car-market-condition-Gary.jpg](http://imgpoll.ch.co.kr/11/04/01/17/171208_7109380_5-Isuzu-D-max-pick-up-1000x1000-regular-massat-car-market-condition-Gary.jpg)



[http://imgpoll.ch.co.kr/11/04/01/17/171208\\_7109380\\_5-Isuzu-D-max-pick-up-1000x1000-regular-massat-car-market-condition-Gary.jpg](http://imgpoll.ch.co.kr/11/04/01/17/171208_7109380_5-Isuzu-D-max-pick-up-1000x1000-regular-massat-car-market-condition-Gary.jpg)





## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 12A

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle *Let's do it*

**TASK 12 A**  
You will do a role-play in pairs. Student A will be a used car dealer, while student B will be a buyer. Look at the example below.





**Role cards**

**Student A**  
You are a used car dealer. You have 4 used cars on the lot. Look at the collection you have and help the buyer to find a car that they want.

**Student B**  
You want to buy a used car. The car has to be less than 5 years old. You need a car for your family. You have 2 sons but you love travelling with other relatives, too. Therefore, you will need a big car. Call a dealer to get some recommendations about the car. Take a note about the cars being recommended by the dealer.

**Worksheets**

**FORTUNE Used Car**

|                                                                                   |                                                                                                          |                                                                                   |                                                                                            |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|  | 2008 Suzuki Swift<br>Automatic transmission<br>Some small dents and small scratches<br>Rp 120,000,000    |  | 2005 Hyundai Getz<br>Manual transmission<br>A dent in the side<br>Rp 85,000,000            |
|  | 2010 Honda Odyssey<br>Automatic transmission<br>Good condition, TV + camera<br>8 seats<br>Rp 368,000,000 |  | 2008 Toyota Corolla Altis<br>Manual transmission<br>No rust, small dents<br>Rp 165,000,000 |

**Worksheet B**

| No. | Brand | Type | Year | Transmission | Condition | Price |
|-----|-------|------|------|--------------|-----------|-------|
| 1.  |       |      |      |              |           |       |
| 2.  |       |      |      |              |           |       |

www.backlog.com

## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 12B

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?





Oral cycle *Let's do it*

**TASK 12 B**  
Listen to the conversation example between a used car dealer and customer. The transcript is provided below.

**Worksheets**

**Student A**

**FORTUNE Used Car**

|                                                                                     |                                                                                                          |                                                                                       |                                                                                            |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|  | 2008 Suzuki Swift<br>Automatic transmission<br>Some small dents and small scratches<br>Rp 120,000,000    |  | 2005 Hyundai Getz<br>Manual transmission<br>A dent in the side<br>Rp 85,000,000            |
|  | 2010 Honda Odyssey<br>Automatic transmission<br>Good condition, TV + camera<br>8 seats<br>Rp 368,000,000 |  | 2008 Toyota Corolla Altis<br>Manual transmission<br>No rust, small dents<br>Rp 165,000,000 |

**Student B**

| No. | Brand          | Type    | Year | Transmission | Condition                            | Price            |
|-----|----------------|---------|------|--------------|--------------------------------------|------------------|
| 1.  | Honda Odyssey  | Minivan | 2010 | Automatic    | Good condition, TV + camera, 8 seats | Rp 368,000,000,- |
| 2.  | Toyota Corolla | Sedan   | 2008 | Manual       | No rust, small dents                 | Rp 165,000,000,- |

www.backlog.com

Dealer: Hello. This is Fortune Used Car. How may I help you?  
Buyer: Hello. I'm looking for a used car.  
Dealer: Alright, madam. What type of car are you looking for?  
Buyer: Hmm. I want a car which is less than 5 years old.  
Dealer: Let me see what we have here. Oh, I'd like to

After listening to the recommendation from the dealer (student A), the buyer (student B) completes on the table below:

## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 13(1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle  Let's do it

**TASK 13**

Work in pairs. Student A will be the dealer and student B will be the buyer.  
Look at the worksheet for your own role while doing the role-play.

Click here if you are the dealer. Click here if you are the buyer.

**Dealer**



http://487.foxnews.com/global/photos.com/daily-managing/img/62-666-171/ Auto-Dealer-Shop-Lexus-Car-Salesman-GA.jpg

**Buyer**




http://www.istockphoto.com/istockphoto/istockphoto/2016-09-04-46-0400005.jpg

## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 13(2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle  Let's do it




You are a used car dealer. The name of your dealership is 'Dragon Used Car Dealer'.  
You have 8 used cars on the lot.

Look at the list below and help the buyer to find a car they want.

The buyer will call you here--> **Phone Lines**



http://487.foxnews.com/global/photos.com/daily-managing/img/62-666-171/ Auto-Dealer-Shop-Lexus-Car-Salesman-GA.jpg

|                                                                                                                                                                              |                                                                                                                                                                        |                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>2006 Toyota Avanza<br>Manual transmission<br>Some rust<br>Rp 107.000.000,-            | <br>2010 Mazda 2<br>Automatic transmission<br>Some small dents<br>Rp 165.000.000,- | <br>2007 Toyota Camry<br>Automatic transmission<br>Good condition<br>Rp 220.000.000,-               |
| <br>2011 Ford Fiesta<br>Manual transmission<br>Some small dents<br>Rp 148.000.000,-       | <br><b>DRAGON</b><br>USED CAR DEALER                                               | <br>2005 Mazda RX-8<br>Manual transmission<br>Good condition<br>Rp 140.000.000,-                    |
| <br>2008 Nissan Grand Livina<br>Manual transmission<br>Good condition<br>Rp 128.000.000,- | <br>1997 Suzuki Katana<br>Manual transmission<br>Some rust<br>Rp 70.000.000,-      | <br>2011 Daihatsu Xenia<br>Manual transmission<br>Some rust, a dent in the side<br>Rp 125.000.000,- |



## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 13(3)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's do it

You are a used car buyer.  
Choose your role play card by clicking on the button below.



Buyer 1  
Buyer 2  
Buyer 3

Navigation icons: back, forward, home, search, and a small icon in the bottom right corner.

## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 13(4)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's do it



Buyer 1  
You want to buy a used car.  
Call a used car dealer. Tell him/ her that you are looking for a family car which is less than Rp 110,000,000,-

You can call the used car dealer here --> Phone Lines

Fill in the table below with the information that you get from the dealer.

| No.                      | Brand                | Type                 | Year                 | Condition            | Price                |
|--------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Navigation icons: back, forward, home, search, and a small icon in the bottom right corner.


## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 13(5)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's do it



Buyer 2

You want to buy a used car.  
Call a used car dealer. Tell him/ her  
that you are looking for a sports car.  
You prefer one with a soft colour.

You can call the used car dealer here --> [Phone Lines](#)

Fill in the table below with the information that you get from the dealer.

| No.                      | Brand | Type | Year | Condition | Price |
|--------------------------|-------|------|------|-----------|-------|
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |

## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 13(6)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's do it



Buyer 3

You want to buy a used car.  
Call a used car dealer. Tell him/ her  
that you are looking for a car for less  
than Rp 130,000,000,-

You can call the used car dealer here --> [Phone Lines](#)

Fill in the table below with the information that you get from the dealer.


| No.                      | Brand | Type | Year | Condition | Price |
|--------------------------|-------|------|------|-----------|-------|
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |

## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 14(1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?


Oral cycle  Let's do it

**TASK 14**

Work in pairs again. Now change the role. Student A will be the buyer and student B will be the dealer. Look at the worksheet for your own role while doing the role-play.


Click here if you are the dealer. Click here if you are the buyer.

**Dealer**



http://i407.foxnews.com/global-assets.com/static-managed/img/62/602/271/Auto-Loan-Dealership-Like-Car-Dealership-GA.jpg

**Buyer**




http://www.istockphoto.com/clip-art/updates/2010/09/Copy-of-4C-2450885.jpg

## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 14(2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program


Unit 1  
What car do you recommend?

Oral cycle  Let's do it










You are a used car dealer. The name of your dealership is 'Manitoba Used Car Dealer'. You have 8 used cars on the lot.

Look at the list below and help the buyer to find a car they want.

The buyer will call you here--> **Phone Lines**



http://i407.foxnews.com/global-assets.com/static-managed/img/62/602/271/Auto-Loan-Dealership-Like-Car-Dealership-GA.jpg

|                                                                                                                                                                            |                                                                                                                                                                                        |                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>2005 Suzuki Escudo<br>Manual transmission<br>A bit of rust<br>Rp 120.000.000,-      | <br>2011 Nissan Juke<br>Automatic transmission<br>Good condition<br>Rp 185.000.000,-               | <br>2007 Mazda 3<br>Automatic transmission<br>Some small dents<br>Rp 128.000.000,- |
| <br>2008 Honda Jazz<br>Automatic transmission<br>A dent in the side<br>Rp 175.000.000,- |                                                                                                    | <br>2008 Suzuki APV<br>Manual transmission<br>Small dents<br>Rp 125.000.000,-      |
| <br>2005 Honda CRV<br>Automatic transmission<br>A bit of rust<br>Rp 155.000.000,-       | <br>2011 Toyota Hilux<br>Double cabin<br>Manual transmission<br>Good condition<br>Rp 185.000.000,- | <br>2008 Honda City<br>Manual transmission<br>Good condition<br>Rp 147.000.000,-   |






## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 14(5)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's do it



Buyer 2  
You want to buy a used car for your family of 5 people.  
Call a used car dealer. Tell him/ her that you are looking for a car with automatic transmission.  
You can't afford more than Rp 160.000.000,-

You can call the used car dealer here --> [Phone Lines](#)

Fill in the table below with the information that you get from the dealer.

| No.                      | Brand | Type | Year | Condition | Price |
|--------------------------|-------|------|------|-----------|-------|
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |


## Task Screen

### Unit 1 – Oral Cycle – *Let's do it* (ICOT) – Task 14(6)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Oral cycle Let's do it



Buyer 3  
You want to buy a used car.  
Call a used car dealer. Tell him/ her that you are looking for a reliable car for your business and travel. You have a family of 4 people.

You can call the used car dealer here --> [Phone Lines](#)

Fill in the table below with the information that you get from the dealer.

| No.                      | Brand | Type | Year | Condition | Price |
|--------------------------|-------|------|------|-----------|-------|
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |
| <input type="checkbox"/> |       |      |      |           |       |


## Cycle Menu Screen

### Unit 1 – Written Cycle

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

**Written cycle**



<http://www.sasatca.com/wp-content/uploads/2013/04/Old-Car-VS-New-Car-Ausssobda-Tips.jpg>

<http://www.in-solve-egy.co.uk/Advantages-and-disadvantages.jpg>

**Learning objectives:**

**Reading**  
You will be able to identify the purpose, the generic structure, and the language features of a discussion text.

**Writing**  
You will be able to construct a discussion text based on the given situation and information.

## Task Screen

### Unit 1 – Written Cycle – *Let's begin* (BKOF) – Task 1A

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

**Written cycle** **Let's begin**



<http://www.sasatca.com/wp-content/uploads/2013/04/Old-Car-VS-New-Car-Ausssobda-Tips.jpg>

**TASK 1 A**

When people buy a car, they may buy a new car or a used one. There are some considerations when people want to buy either a new car or a used one. Do you know the disadvantages and advantages?

The words in the box below may help you

| Vocabulary        | POS | Meaning              |
|-------------------|-----|----------------------|
| depreciation cost | n   | biaya penyusutan     |
| electrical faults | n   | masalah kelistrikan  |
| full warranty     | n   | garansi penuh        |
| maintenance       | n   | pemeliharaan (mobil) |
| manufacturer      | n   | pabrik               |
| tune-up           | n   | penyetelan           |

\*POS = parts of speech

## Task Screen

### Unit 1 – Written Cycle – *Let's begin* (BKOF) – Task 1B (1)



English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's begin

TASK 1 B  
To start, discuss with your friend the following considerations:

- the price of a new car and a used car  

- the condition of a new car and a used car?  

- the company warranty (Is there any warranty for a used car?)  
**warranty ?**
- the history of the used car (Did the owner give good treatment? Has the car ever been in accidents?)  





## Task Screen

### Unit 1 – Written Cycle – *Let's begin* (BKOF) – Task 1B (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's begin

- the technology of a new car and a used car  

- the fuel efficiency  

- the price when people want to resell the new car or used one in the future  




## Task Screen

### Unit 1–Written Cycle–Let's pay attention (MOT) – Task 2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 2**  
Read the text about advantages and disadvantages of buying a new car and a used car.

**NEW CAR ?**  **USED CAR ?** **Should people buy a new car or a used car?**

<http://www.asiatra.com/wp-content/uploads/2013/04/06-Car-VS-New-Car-Autoschle-Tips.jpg>

There are a lot of questions involved in the process of buying cars. The first and simplest one is probably the most important: Should people buy a new car or a used car? Each year in the UK, the comparison of people buying used cars and people buying new cars is around three to one. There are some advantages and disadvantages of buying new cars versus used cars.

New cars have several advantages. They haven't been in any accidents and have no damage. Therefore, new cars will not need maintenance for the first several thousand miles. Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance.

## Task Screen

### Unit 1–Written Cycle–Let's pay attention (MOT) – Task 3

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 3**  
Based on the text you read, categorize the advantages and disadvantages of buying new cars and used cars. Drag and drop the boxes to the table.

| Buying a new car                                                |                                                                                           | Buying a used car                                                        |                                                                                 |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Advantages                                                      | Disadvantages                                                                             | Advantages                                                               | Disadvantages                                                                   |
| The car will get full warranty from the car company and dealer. | The car may not be worth a half of the first price if the owner decides to sell it later. | The buyer can afford to buy the car because the price is less expensive. | The car may need to get some big maintenance before it can be used comfortably. |
|                                                                 |                                                                                           |                                                                          |                                                                                 |
|                                                                 |                                                                                           |                                                                          |                                                                                 |

The car doesn't have any damage because it never gets involved in any accidents.

The buyer will not need to worry much about the depreciation cost.

The car doesn't have any damage because it never gets involved in any accidents.

The buyer will not need new elements of exterior and interior for the next few years.

The car may be difficult to be fixed at the side of the road, so the owner has to call the dealership for fixing it.

The buyer may have uncertainty about the history of the car, such as bad treatment or accident.

The car may have problems caused by the electricity faults.

The car may have damage on the interior and exterior elements.

## Task Screen

### Unit 1–Written Cycle–Let's pay attention (MOT) – Task 4

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 4**  
Study the explanation below about a discussion text.

**Discussion Text**

**What is a discussion?**

A discussion text gives the for and againsts, the positive and negative, or the good points and the bad points about a topic. A discussion can be in spoken or written form. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.

Examples of discussion texts include: talkback radio, debates, current affairs interviews, letters to the editor, essays, newspaper articles.

**Structure of the text:**

1. An introductory paragraph that has a statement or question about the topic.
2. A series of paragraphs that give evidence, opinions, arguments for and against the topic.

Two Types in English (2007)

## Task Screen

### Unit 1–Written Cycle–Let's pay attention (MOT) – Task 5 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 5**  
Now let's look at the structure and language features of the previous text.

page 1 page 2

|                                             |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introductory paragraph                      | [ | There are a lot of questions involved in the process of buying cars. The first and simplest one is probably the most important: Should people buy a new car or a used car? Each year in the UK, the comparison of people buying used cars and people buying new cars is around three to one. There are some advantages and disadvantages of buying new cars versus used cars.                                                                                                                                                                          |
| opinions/arguments for buying a new car     |   | New cars have several advantages. They haven't been in any accidents and have no damage. Therefore, new cars will not need maintenance for the first several thousand miles. Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance items. Besides that, new cars will not need new tires, exhaust system, or brakes during the first few years. Buyers will be given full warranty for at least three years or even longer. The other good reason to buy new cars is the fuel efficiency. |
| opinions/arguments against buying a new car |   | On the other hand, new cars may also bring some disadvantages. It is true that most problems in modern cars is from the electrical faults. These problems are not easily fixed at the side of the road. Another disadvantage is the depreciation cost. If someone buys a new car and after a few years he wants to sell it, the price of the car will be decreased. Few new cars are worth more than half of the first price after three years, while many new cars will be worth only one-third of their first price.                                 |

\*Put your cursor to the colored words to read the explanation.



## Task Screen

### Unit 1–Written Cycle–Let's pay attention (MOT) – Task 5 (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 5**  
Now let's look at the structure and language features of the previous text.

page 1 page 2

opinions/arguments for buying a used car

opinions/arguments against buying a used car

conclusion / final comment

Used cars also have several good points. They can be less expensive than new cars. Besides that, people will not need to worry much about depreciation price. Both new cars and used cars face problems with the depreciation price when the owners resell the cars. However, when someone buys a used car and after a few years later wants to resell it, the price will not be decreased too much.

At the same time, used cars may have several problems. Some used cars may come with several problems with the interior and exterior elements. That is why used cars may need to get some maintenance before people can use it. People may not be certain about the history of used cars whether they have been in an accident and what damages it caused.

It can be seen that new cars and used cars have their own advantages and disadvantages. In the end, I think that it is better to buy a new car if we can afford it. The main reason is because new cars will give us peace of mind. We do not need to worry about the condition of the cars.

Adapted from <http://www.cars.com> and <http://www.whatcar.com>

\*Put your cursor to the colored words to read the explanation.

## Task Screen

### Unit 1–Written Cycle–Let's pay attention (MOT) – Task 6 (1)


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 6**  
Use the phrases from the box to link arguments and introduce other points of view. The first one has been done for you.

1.



New cars have never been in any accidents.

New cars have no damage.

New cars will not need maintenance for the first several thousand miles.

although despite however in spite of therefore even though on the other hand at the same time neither / the other reason besides that

Sentences:  
New cars have never been in any accidents and have no damage. Therefore, they will not need maintenance for the first several thousand miles.

## Task Screen

### Unit 1–Written Cycle–*Let's pay attention* (MOT) – Task 6 (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

2.

3 advantages of buying a new car:

- 1) Only an oil change and a tune-up are required. Some manufacturers even cover the cost of routine maintenance items such as an oil change and tune-up.
- 2) New cars will not need new tires, exhaust system, or brakes during the first few years.
- 3) A good reason to buy a new car is the fuel efficiency.

**FREE MAINTENANCE**

**FUEL EFFICIENCY**

**Sentences:**  
Only an oil change and a tune-up are required. Some manufacturers even cover the cost of those routine maintenance items. , new cars will not need new tires, exhaust system, or brakes during the first few years. Buyers will be given full warranty for at least three years or even longer.  to buy new cars is the fuel efficiency.

although despite however in spite of therefore

even though on the other hand at the same time another / the other reason besides that

## Task Screen

### Unit 1–Written Cycle–*Let's pay attention* (MOT) – Task 6 (3)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

3.

- New cars have several advantages.
- New cars may also bring some disadvantages.

**ADVANTAGES DISADVANTAGES**

**Sentences:**  
New cars have several advantages. , new cars may also bring some disadvantages.

although despite however in spite of therefore

even though on the other hand at the same time another / the other reason besides that



## Task Screen

### Unit 1–Written Cycle–*Let's pay attention* (MOT) – Task 6 (6)


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

6.

- Used cars also have several good points.
- Used cars may have several problems.



<http://img.photobucket.com/albums/v201/Good-Bad.jpg>

Sentences:  
Used cars also have several good points.  used cars may have several problems.

|                                                            |                                                                                                    |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| although<br>despite<br>however<br>in spite of<br>therefore | even though<br>on the other hand<br>at the same time<br>another / the other reason<br>besides that |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|

## Task Screen

### Unit 1–Written Cycle–*Let's pay attention* (MOT) – Task 7 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention

**TASK 7**  
Use the phrases from the box to show a contrast and comparison. The first one has been done for you.



<http://www.shutterstock.com/stock/illustration/Car.jpg>

1.

- Few new cars are worth more than half of the first price after three years.
- Many new cars will be worth only one-third of their first price.

Sentences:  
Few new cars are worth more than half of the first price after three years,  while many new cars will be worth only one-third of their first price.

|                                                   |                                                          |
|---------------------------------------------------|----------------------------------------------------------|
| and<br>also<br>too<br>both ... and ...<br>same as | but<br>although<br>on the other hand<br>however<br>while |
|---------------------------------------------------|----------------------------------------------------------|



## Task Screen

### Unit 1–Written Cycle–*Let's pay attention* (MOT) – Task 7 (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention



<http://www.istock.com/stock-photos/istockphoto.com>

|                  |                   |
|------------------|-------------------|
| and              | but               |
| also             | although          |
| too              | on the other hand |
| both ... and ... | however           |
| same as          | while             |

2.

- New cars face problems with the depreciation price when the owners resell the cars.
- Used cars face problems with the depreciation price when the owners resell the cars.

Sentences:  
 new cars  used cars face problems with the depreciation price when the owners resell the cars.


## Task Screen

### Unit 1–Written Cycle–*Let's pay attention* (MOT) – Task 7 (3)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's pay attention



<http://www.istock.com/stock-photos/istockphoto.com>

|                  |                   |
|------------------|-------------------|
| and              | but               |
| also             | although          |
| too              | on the other hand |
| both ... and ... | however           |
| same as          | while             |

3.

- Both new cars and used cars face problems with the depreciation price when the owners resell the cars.
- When someone buys a used car and after a few years later wants to resell it, the price will not be decreased too much.

Sentences:  
 Both new cars and used cars face problems with the depreciation price when the owners resell the cars.  when someone buys a used car and after a few years later wants to resell it, the price will not be decreased too much.

## Task Screen

### Unit 1–Written Cycle–*Let's pay attention* (MOT) – Task 8

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle

Let's pay attention

**TASK 8**  
Rewrite the text below. Use phrases from the list to introduce new points of view, comparison, and contrast.

**Buying a Used Car**  
Before deciding whether buying a used car is a good idea or not, it is important to look at both sides of the argument.  
There are some good things about buying a used car. A new car may lose its value at least half of the price as soon as the owner drives it on the road. If people buy it as the second buyer, they can save some money without sacrificing the quality. Another thing is that the owner will not need to worry much about the depreciation cost if they want to sell the used car later. Although the car depreciates, it may not lose too much value. Another thing is if people buy the used car from a dealership, they will check used cars from bumper to bumper, perform any necessary repairs or maintenance and then certify them as good used vehicles. Another thing is that you can find cars that are only a couple of years old - and with low kilometer on the odometers.  
There are some reasons for people not to buy a used car. There is no guarantee offered to the buyer when buying a used car as to whether the car is in good condition or with the right odometer. Another thing is that there is no guarantee that the car is maintained properly and is free from any kind of accidents. There may be problems in the engine of the car or with the transmission which can be far from the sight of the buyer. Another thing is sometimes the buyer may end up spending more money on the maintenance of the used car.  
It can be seen that there are two sides to this discussion. After looking at both, I think buying a used car is a good idea but the buyer needs to be really careful. The buyer should know how to negotiate and have knowledge about the model of the used car and its condition.

Image: <http://www.gettyimages.com>

Rewrite here:

Check your writing

<http://www.silverstate.edu.com>

## Task Screen

### Unit 1–Written Cycle–*Let's practice* (JCOT) – Task 9 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle

Let's practice

**TASK 9**  
Read the text below. It gives some information about the advantages and disadvantages of buying a new car or a used car based on several points of view. Based on the article, summarize the advantages and disadvantages on the table below.

**Buying A New Car or A Used Car?**  
Some very wealthy people have never bought new cars in their lives. On the other hand, some people refuse to buy used cars regardless of their financial situation. After all is said and done, it really depends on the personality and goals when deciding between new and used cars. The 20/20 rule applies - 20 percent of people will never buy new cars, while 20% of people will never buy used cars. For the other 60%, this article is for you.  
In this article, we will take a look at some advantages and disadvantages of buying a new and used car based on several point of views.

**1. Selection**  
If you buy a new car from a dealership, you can look at the catalogue and order the car that you want. At the same time, for popular vehicles, it is definitely possible to find a used car. The internet makes it simple for someone to search around the corner or across the country for that perfect used car. However, the available options are not as many as new.

Image: <http://www.gettyimages.com>



## Task Screen

### Unit 1 – Written Cycle – *Let's practice* (JCOT) – Task 9 (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's practice

Based on the article, summarize the advantages and disadvantages on the table below.

| Buying a new car  |                   | Buying a used car |                   |
|-------------------|-------------------|-------------------|-------------------|
| Advantages        | Disadvantages     | Advantages        | Disadvantages     |
| 1.<br><div></div> | 1.<br><div></div> | 1.<br><div></div> | 1.<br><div></div> |
| 2.<br><div></div> | 2.<br><div></div> | 2.<br><div></div> | 2.<br><div></div> |

## Task Screen

### Unit 1 – Written Cycle – *Let's practice* (JCOT) – Task 10

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's practice

**TASK 10**

Complete the paragraphs below and use the phrases that you have learned before.

1. Buying a new car has two good points.

3. At the same time, buying a used car may also give several advantages.

2. In spite of its many advantages, buying a new car has several disadvantages.

4. On the other hand, buying a used car also has several disadvantages.

Check your writing

## Task Screen












### Unit 1 – Written Cycle – *Let's practice* (JCOT) – Task 11

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's practice

**TASK 11**  
Read the table below about the advantages and disadvantages of buying a used car from a dealer or private seller.

| Dealer                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                            | Private Seller                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advantages:</b><br>1. large selection<br><br>2. used cars with good quality<br><br>3. guarantee for maintenance and service<br> | <b>Disadvantages:</b><br>1. usually more expensive<br><br>2. unknown history of the car (poor treatment or accident)<br> | <b>Advantages:</b><br>1. usually cheaper<br><br>2. more room for negotiation<br><br>3. opportunity to know the history of the car from the owner.<br> | <b>Disadvantages:</b><br>1. a broken car from untrusted seller<br><br>2. no guarantee for maintenance or service<br><br>3. Paperwork for the car (transfer of ownership) is the buyer's responsibility.<br> |

## Task Screen

### Unit 1 – Written Cycle – *Let's practice* (JCOT)– Task 12

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's practice

**TASK 12**  
Work in pairs. Complete the text based on the information from the table. Use the guideline below.

**Should People Buy a Used Car from a Dealer or Private Seller?**

Buying a used car is tricky business. Just the thought of dealing with a used car salesman in a dealership is enough to make most buyers get the headache. Even so, for those who hate the idea of even walking onto a dealership lot, there is always the option of private sellers. People can find private sellers just about anywhere - in newspapers, online, and cars with the "For Sale" sign on their rear window. Many buyers stick to the trusted dealer, while bargain hunters find benefits from private sales. The truth is that there are both advantages and disadvantages of buying from a dealership versus buying from a private seller.

advantages and disadvantages of buying a new car

advantages and disadvantages of buying

your opinion or recommendation

Check your writing

## Task Screen

### Unit 1 – Written Cycle – *Let's do it* (ICOT) – Task 13A (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's do it

**TASK 13 A**  
Read the following thread on a car forum <http://forums.whirlpool.net.au>. One of the members, Jessica, posted a thread about buying a demonstrator car\*.

User #358  
Jessica



Guys

Have anyone bought demonstrator cars before?  
Please share your opinion.

How much cheaper normally it compares to brand new cars?

I'm looking for Suzuki Swift to buy, mostly 2009-2010 years are very expensive, around \$18,000.

I am thinking if I can get an almost new car for 15,000, why not?

Thanks in advance!

Posted 2013-April-23, 7:07 pm

\*Demonstrator cars (demo cars) are new cars that have been driven by employees, family members, or customers of the dealership for a few months. They usually have between 2,000 and 6,000 miles (3219 and 9656 kilometers) on the odometer, but they are not considered used vehicles.

## Task Screen

### Unit 1 – Written Cycle – *Let's do it* (ICOT) – Task 13A (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's do it

There are 6 comments from the members in the forum as shown below.

- User #102  
Brandon



For me, it depends on how much mileage it has on it. It means how much time the dealership staff has tried the car on the street. You should think twice to buy the car if it has a high mileage.

Posted 2013-April-23, 7:16 pm
- User #331  
Jackie



I test drove a demonstrator with 2000km on the odometer. Then I was sold a different car (same model and colour) with 5000km on the odometer and broken glass in the trunk. Thankfully, the dealer's service department fixed this problem at no charge.

The message of the story is to test drive the actual car you are buying, and pick it up ASAP. Otherwise, you may regret your decision.

Posted 2013-April-23, 7:22 pm

## Task Screen

### Unit 1 – Written Cycle – *Let's do it* (ICOT) – Task 13A (3)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle  Let's do it

3. User #271  
César



It depends on the car, but the big bonuses are that they are cheap, don't have many km on them and usually come with extras. Plus, dealers LOVE to sell them so you usually can bargain with them.

However, it is a demonstrator vehicle as it is not new and has likely been driven outside of the manufacturer.

You may also pay closer to new prices but you have to risk yourself to get some damage on the demonstrator car.

Posted 2013-April-23, 7:25 pm

4. User #238  
Tamara



I would rather pay a little extra and get a brand new car :) So I can get everything in perfect condition and I don't have to worry about the history of the car during the test drive.

Posted 2013-April-23, 8:08 pm

## Task Screen

### Unit 1 – Written Cycle – *Let's do it* (ICOT) – Task 13A (4)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle  Let's do it

5. User #101  
Ibra



A demonstrator car seems to be the best. You will usually have nice extra bonuses already added on, such as: radio and Air Conditioner :)

Posted 2013-April-23, 8:35 pm

6. User #365  
Quincy



Be careful of buying a demonstrator car! You don't know what accidents it has been through and what problems it has as a result of the test drives.

Posted 2013-April-23, 9:05 pm

texts adapted from <http://forums.whirlpool.net.au/archive/2002726>  
pictures taken from [www.flickr.com](http://www.flickr.com)



## Task Screen

### Unit 1 –Written Cycle – *Let's do it* (ICOT)– Task 13A and 13B

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's do it

**TASK 13 B**  
Summarize the advantages and disadvantages of buying a demonstrator car in the table below.

| Buying a demonstrator car |               |
|---------------------------|---------------|
| Advantages                | Disadvantages |
|                           |               |
|                           |               |
|                           |               |
|                           |               |
|                           |               |

**TASK 13 C**  
Summarize all suggestions in the list below

Suggestions:

## Task Screen

### Unit 1 –Written Cycle – *Let's do it* (ICOT) – Task 14

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Written cycle Let's do it

**TASK 14**  
Now, write some comments on the forum for Jessica. Tell about advantages, disadvantages, suggestions, and your recommendation/opinion. Tell her whether you think buying a demonstrator is a good decision or not.

User #791

your name:

your comment:

Check your writing

## Glossary Screen

## Unit 1 – Glossary – page 1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Glossary

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary                          | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|-------------------------------------|-----------------------|-----------------|---------|
| 1.  | auto repair shop                    |                       | N               |         |
| 2.  | automatic transmission              |                       | N               |         |
| 3.  | cargo area                          |                       | N               |         |
| 4.  | crank handle                        |                       | N               |         |
| 5.  | dealership                          |                       | N               |         |
| 6.  | demonstrator car (demo car)         |                       | N               |         |
| 7.  | dent                                |                       | N               |         |
| 8.  | garage                              |                       | N               |         |
| 9.  | lot (ex: parking lot, used car lot) |                       | N               |         |
| 10. | manual transmission                 |                       | N               |         |

Meaning

An automobile repair shop (also known as a garage) is a repair shop where automobiles are repaired by auto mechanics and electricians.

Arti

## Glossary Screen

## Unit 1 – Glossary – page 1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Glossary

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary                          | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|-------------------------------------|-----------------------|-----------------|---------|
| 1.  | auto repair shop                    |                       | N               |         |
| 2.  | automatic transmission              |                       | N               |         |
| 3.  | cargo area                          |                       | N               |         |
| 4.  | crank handle                        |                       | N               |         |
| 5.  | dealership                          |                       | N               |         |
| 6.  | demonstrator car (demo car)         |                       | N               |         |
| 7.  | dent                                |                       | N               |         |
| 8.  | garage                              |                       | N               |         |
| 9.  | lot (ex: parking lot, used car lot) |                       | N               |         |
| 10. | manual transmission                 |                       | N               |         |

Meaning

Arti

bengkel perbaikan mobil



## Glossary Screen

## Unit 1 – Glossary– page 2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

**Glossary**

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary        | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|-------------------|-----------------------|-----------------|---------|
| 11. | manufacturer      |                       | N               |         |
| 12. | mileage           |                       | N               |         |
| 13. | odometer          |                       | N               |         |
| 14. | polisher compound |                       | N               |         |
| 15. | rust              |                       | N               |         |
| 16. | safety            |                       | N               |         |
| 17. | scratch           |                       | N               |         |
| 18. | tune-up           |                       | N               |         |
| 19. | used car          |                       | N               |         |
| 20. | workshop          |                       | N               |         |

**Meaning**  
a company that produces goods in large numbers

**Anti**

## Glossary Screen

## Unit 1 – Glossary– page 2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

**Glossary**

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary        | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|-------------------|-----------------------|-----------------|---------|
| 11. | manufacturer      |                       | N               |         |
| 12. | mileage           |                       | N               |         |
| 13. | odometer          |                       | N               |         |
| 14. | polisher compound |                       | N               |         |
| 15. | rust              |                       | N               |         |
| 16. | safety            |                       | N               |         |
| 17. | scratch           |                       | N               |         |
| 18. | tune-up           |                       | N               |         |
| 19. | used car          |                       | N               |         |
| 20. | workshop          |                       | N               |         |

**Meaning**

**Anti**  
pabrik

## Summary Screen

## Unit 1 – Summary – page 1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Summary  
Recommendation

Oral cycle

Written cycle

Glossary

Vocabulary Enrichment

**Asking for a recommendation**  
What do you think I should do?  
What should I do?  
What do you suggest?  
If you were me what would you do?  
Do you think that I should...?

**Giving a recommendation**  
I recommend / suggest ...  
May I recommend/suggest ...  
You may /might like to ...  
I'd like to recommend / suggest...  
You need a car which ...  
How about ...  
Have you thought/considered about ... ?  
Why don't you buy a ... ?  
If I were you, I would buy a ...  
A ... would be ideal/perfect for you.  
You should/ shouldn't buy a ....

**Accepting a recommendation**  
That sounds good.  
I think that'll work.  
Good idea.

**Rejecting a recommendation**  
I don't think that will work.  
That's (maybe) not (such) a good idea because ...  
I'm not sure about that

## Summary Screen

## Unit 1 – Summary – page 2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 1  
What car do you recommend?

Summary

Oral cycle

Written cycle

Glossary

Vocabulary Enrichment

**Discussion Text**

**What is a discussion?**  
A discussion text gives the for and againsts, the positive and negative, or the good points and the bad points about a topic. A discussion can be in spoken or written form. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.  
Examples of discussion texts include: talkback radio, debates, current affairs interviews, letters to the editor, essays, newspaper articles.

**Structure of the text:**

1. An introductory paragraph that has a statement or question about the topic.
2. A series of paragraphs that give evidence, opinions, arguments for and against the topic.
3. A conclusion that gives a final point of view (opinion or recommendation), either for or against the topic.

**Language/grammatical features:**  
Text Types in English (2007)

## Vocabulary Enrichment Screen

### Unit 1 –Vocabulary Enrichment– Menu page

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Vocabulary Enrichment** **Unit 1**

Types of car Exterior Interior

UNIT 1  
UNIT 2



People can go to a dealership to buy a used car. A dealership is a company that sells products. The dealership usually has many types of car on the lot. A used car lot is a wide area where a dealership park the used cars so people can look around to choose the car they want.

There are many types of car. Different types of cars have different features. They are designed for different purposes. People buy cars based on their own needs and sometimes personality, too.

## Vocabulary Enrichment Screen

### Unit 1 –Vocabulary Enrichment – Content 1 –Vocabulary List

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Vocabulary Enrichment** **Unit 1**

Types of car Exterior Interior

UNIT 1  
UNIT 2

How many types of cars do you know? Study the types of cars below.



**SALOON (UK)  
SEDAN (US)**



a common car type with two rows of seats and four doors. The car has a separate boot (trunk) for luggage. Has a small interior volume or space.



## Vocabulary Enrichment Screen


### Unit 1 –Vocabulary Enrichment – Content 1 –Exercise 1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

Unit 1

Drag the labels on the right to the correct pictures below.



|                                       |                           |
|---------------------------------------|---------------------------|
| coupe                                 | sports car                |
| limousine                             | van                       |
| minivan                               | 4x4 (UK)<br>SUV (US)      |
| hatchback                             | saloon (UK)<br>sedan (US) |
| estate car (UK)<br>station wagon (US) | convertible               |
| pick up                               | double cab                |

Copyright Advanced Learners Dictionary AG 2009

## Vocabulary Enrichment Screen

### Unit 1 –Vocabulary Enrichment – Content 1 –Exercise 2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

Unit 1

Find cars which fit the descriptions below. Put more information about the cars.  
The first one is already done for you.

coupe convertible estate car/station wagon  
saloon/sedan hatchback sports car limousine  
van minivan 4x4/SUV pick-up double cab

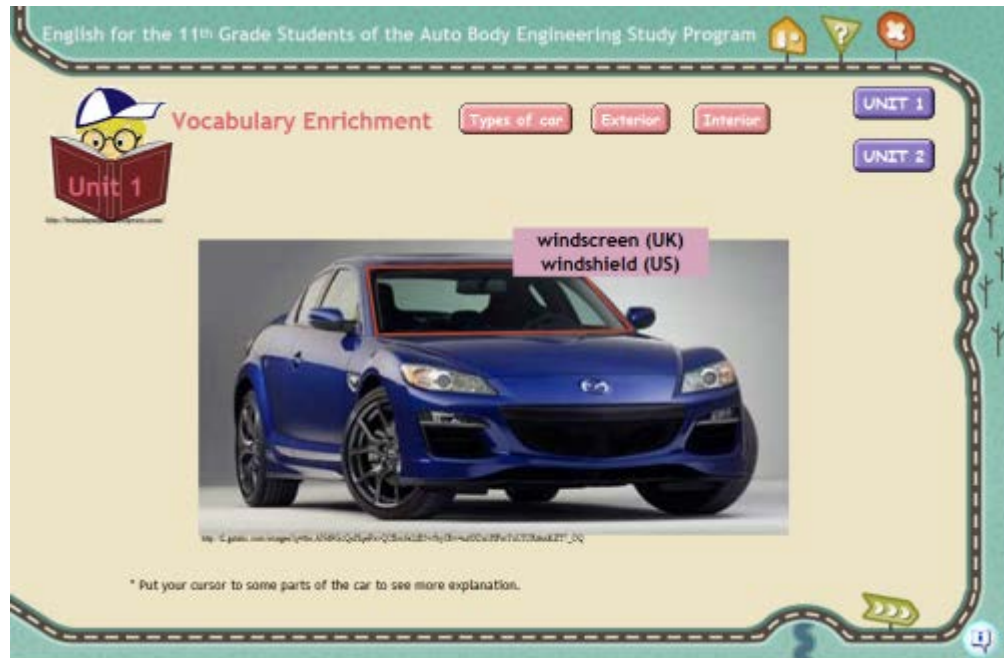
Which car(s) ....

- has/have lots of room for passengers?  
A minivan has lots of room for passengers because it can carry 8 or 9 people.
- 
- is/are not suitable for large families?
- is/are perfect for hot, sunny weather?
- is/are ideal for small parking spaces?
- has/have only one passenger seat?
- is/are good for transporting goods?

Copyright English for the Automobile Industry (2007)

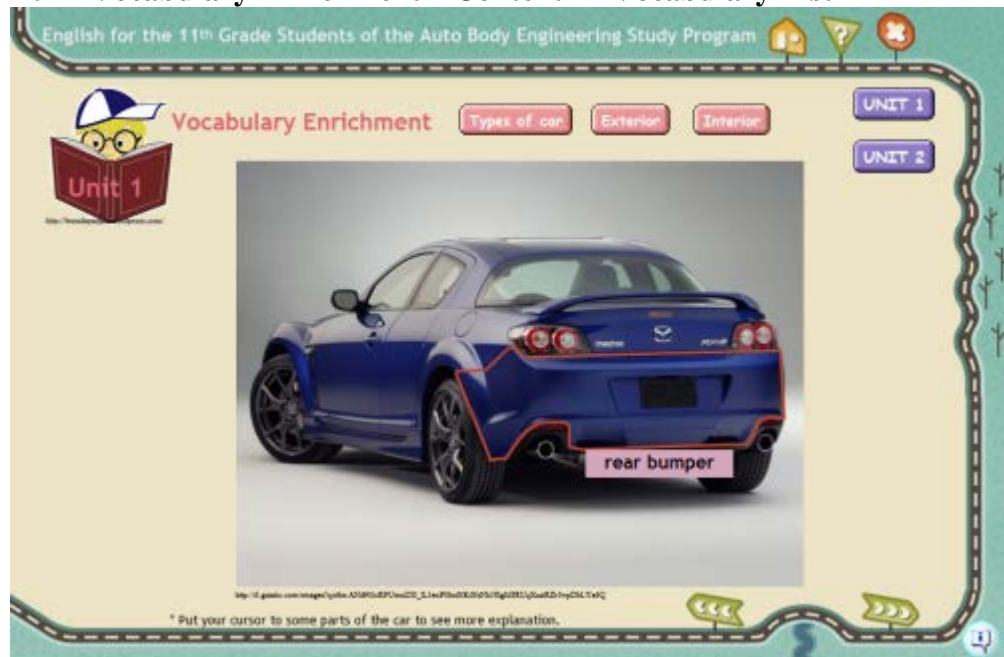
## Vocabulary Enrichment Screen

### Unit 1 –Vocabulary Enrichment – Content 2 –Vocabulary List 1



## Vocabulary Enrichment Screen

### Unit 1 –Vocabulary Enrichment – Content 2 –Vocabulary List 2




## Vocabulary Enrichment Screen

### Unit 1 –Vocabulary Enrichment – Content 2 –Exercise

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

**Unit 1** Fill the blank with the words from the picture.



1. You open the \_\_\_\_\_ to look at the engine.
2. The \_\_\_\_\_ absorb small impacts in an accident.
3. Can you put my suitcases in the \_\_\_\_\_, please?
4. When it starts raining, you need to switch on the \_\_\_\_\_.
5. Police are looking for a red sports car with the \_\_\_\_\_ K 17 EMW.
6. A: "What model is that?"  
B: "I don't know, I can't see the \_\_\_\_\_ from here."
7. It is important to inflate the \_\_\_\_\_ to the correct pressure before we start the trip today.
8. The Mercedes star is a well-known \_\_\_\_\_.
9. The \_\_\_\_\_ should be changed when it starts to get rusted.
10. I wish all drivers would use their \_\_\_\_\_ when they want to turn right or left.

Oxford English for the Automobile Industry (2007)

Cambridge Advanced Learner's Dictionary 4th Edition




## Vocabulary Enrichment Screen

### Unit 1 –Vocabulary Enrichment – Content 3 –Vocabulary List

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Vocabulary Enrichment** Types of car Exterior Interior

**Unit 1**

\* Put your cursor on some parts of the car to see more explanation.



## Vocabulary Enrichment Screen

### Unit 1 –Vocabulary Enrichment – Content 3 –Exercise


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Vocabulary Enrichment** **Unit 1**

Types of car: Exterior Interior

Car interior:

Type the part of car interior based on the numbers below.



1. horn  
2.  
3.  
4.  
5.  
6. accelerator  
7.  
8.  
9.  
10.  
11. sun visor  
12.  
13.  
14. air vent


## Unit 2 Menu Screen

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Unit 2**

Can you help me fix this problem?

Oral cycle  
Written cycle  
Glossary  
Summary



In this unit, you are going to learn about:

a. expressions used in:

- asking for help
- responding to people asking for help

b. procedural texts

Vocabulary Enrichment

## Cycle Menu Screen

### Unit 2 – Oral Cycle

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle



[http://pedalpushersbikehop.com/images/library/site/quickfix\\_fit200\\_11\\_h.jpg](http://pedalpushersbikehop.com/images/library/site/quickfix_fit200_11_h.jpg)

**Learning objectives:**

**Listening**  
You will be able to identify expressions used in asking for help and responding to people asking for help (giving help or refusing to give help).

**Speaking**  
You will be able to apply the expressions used in asking for help and responding to people asking for help (giving help or refusing to give help).

## Task Screen

### Unit 2 – Oral Cycle – *Let's begin* (BKOF) – Task 1


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle

**Let's begin**

**TASK 1**  
Watch the video about a man who has a problem with his car.  
Answer the questions based on the video.



You've gotta loosen the lug nuts first.

advised from "Car's Time Entertainment" Source (2002)

**Vocabulary**

- Where did the scene take place?
- What happened to the car?
- Did the man know how to fix the problem?
- What did the man do to get some help to fix the car?
- How much money did he offer to people around him to fix it?
- How did other people respond to him?
- If you want to ask for some help politely, what should you say?









## Task Screen

### Unit 2 – Oral Cycle – *Let's practice* (JCOT) – Task 8

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle Let's practice

**TASK 8**

Listen to a dialogue between a customer and an auto repair shop's operator on the phone. Fill in the blanks with the phrases you hear from the dialogue. Compare your answers with a partner.



[http://www.agoodnews.com/stock-images-image-06/06\\_1010.jpg](http://www.agoodnews.com/stock-images-image-06/06_1010.jpg)

(Telephone rings.)  
Operator : Good morning. This is "Car Care" garage. How may I  you?

Customer : Could you book me in for a full , please?

Operator : Certainly, madam. I just need to know the year and .

Customer : I can't remember the year but it's a Honda Jazz with manual .

Operator : I think I can fit you in tomorrow morning.  
Customer : That would suit me well. And while you've got it, could you    at the brakes as well?

Operator : Yes, we always  everything thoroughly.

Customer : Thank you.  
Operator : Thank you, madam. Have a great day.

## Task Screen

### Unit 2 – Oral Cycle – *Let's practice* (JCOT) – Task 9 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle Let's practice

**TASK 9**

Complete these short dialogues with expressions you learned from task 6. The first one has been done for you.

1.

A : If you're not too busy, May I ask you a favor?

B : Sure, what is it?

A : It's just that this box is too heavy.  
Can you help me  carry it to the store room?

B : OK. I can help with that.

A : Thank you so much.



[http://www.viewphoto.com/stock-images-image-06/06\\_1010.jpg](http://www.viewphoto.com/stock-images-image-06/06_1010.jpg)

2.

A : If you don't mind, can I ask you a favor?

B : ?

A : It would really help me out if you could help me prepare the tools for finishing the painting process on this car.

B : .

A : Thank you.



<http://i.lehimg.com/66/06/061010.jpg>



## Task Screen

### Unit 2 – Oral Cycle – *Let's practice* (JCOT) – Task 9 (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle Let's practice

3.


A : do my report?  
B : ?  
A : It's just that I don't really understand about the technique on repairing the rust on the car.  
Can you explain it to me?  
B : . Let's meet up this afternoon.  
A : Sure. Thanks a lot.


4.


A : If could you help me?  
B : ?  
A : I'd be really glad if you could help me fix the flat tire.  
B : but I have an appointment and I have to go now.  
A : It's alright. Don't worry.

5.

A : If it's okay, ?  
B : ?  
A : It's just that I can't go to work today. Can you replace me today?  
B : , actually I'm not feeling well today. I can't go to work either.  
A : Oh, sorry. I hope you're getting better soon.

  
[http://www.earlychild.org/images/Task9/Task9\\_1179.jpg](http://www.earlychild.org/images/Task9/Task9_1179.jpg)

  
<http://thumbs.dreamstime.com/fun-the-car-car-004077.jpg>

  
<http://www.ang.com/sites/patient.111.jpg>

## Task Screen

### Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 10 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle Let's do it

TASK 10

Complete the dialogues below with appropriate expressions in asking for help. Look at the example. Then, perform it with a partner.

1. Mahmud would like to ask for some help to Dista, his classmate. His motorcycle seems to have a problem with the engine and it doesn't want to start. He needs someone to pick him up to go to the school.

Mahmud : 1 My motorcycle won't start. I think there's a problem with the engine. If it's okay, can you pick me up on your way to school this morning?

Dista : 1 Oh my God! Why didn't you call me earlier? Sorry, but I'm already at school.

Mahmud : 1 That's OK. I'll try to call someone else. See you at school.

  
<http://www.ang.com/sites/patient.111.jpg>

00:00 00:00

1 2 3 4 5





## Task Screen


### Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 10 (4)


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's do it

 TASK 10

 Complete the dialogues below with appropriate expressions in asking for help. Look at the example. Then, perform it with a partner.




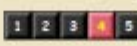
4. Tiara will have a practicum examination next month. She will have to demonstrate how to straighten a damaged metal panel by using a hammer-and-dolly technique. She wants to ask Wibi, her senior, to teach her how to do it well.



Tiara :


Wibi : OK. I'll be free on Friday afternoon. I think we can use the school workshop to practice there.


Tiara : Thank you so much. Yes, I've already got some permission from Mr. Bagus to use the school workshop.








  
<http://www.igfbly.com/metal-work-fabrication-ford-finder43.jpg>


## Task Screen


### Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 10 (5)


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's do it

 TASK 10

 Complete the dialogues below with appropriate expressions in asking for help. Look at the example. Then, perform it with a partner.




5. Rio works in a car modification workshop. One day, a customer tells him that he wants to change his car's tyres. He also wants to paint the car metallic blue to make it look sporty.



Customer :


Rio : Sure, we will take care of them all.


Customer : Thanks! I hope you can finish it on Tuesday.







  
<http://www.damapower.com/files/20081.jpg>



## Task Screen

## Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 11 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2

Can you help me fix this problem?

Oral cycle  Let's do it

**TASK 11**

Complete the dialogues below with appropriate expressions in responding to people who ask for some help. Look at the example. Then, perform it with a partner.

1. Hari asks Anggi to accompany him to buy a book in a bookstore this afternoon.  
 Anggi cannot accompany him because she has already made an appointment with some friends.

Hari : I want to buy a book about Auto Body Repair. If you're free this afternoon, can you accompany me to go to the bookstore?

Anggi : Sorry, I wish I could go with you but I have an appointment with some friends this afternoon.

Hari : That's OK. I'll try to ask someone else.



<https://www.dailystar.com.sg/Bookstore-Bestdeal-Tips-gf/>

▶ 00:00 00:00 ◀

1 2 3 4 5

## Task Screen


## Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 11 (2)

## Unit 2 Oral Cycle Let's do it (100%) Task 11 (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2

Can you help me fix this problem?

**Oral cycle**  **Let's do it**

**TASK 11**

Complete the dialogues below with appropriate expressions in responding to people who ask for some help. Look at the example. Then, perform it with a partner.

2. Ajeng works in an auto body workshop. A customer comes to repair some dents on the left doors because of an accident. Unfortunately, the dents are too difficult to fix and they need to be replaced with the new ones.

Customer : I know my car has serious dents because of the accident. But I'd really be glad if you could repair these.

Ajeng :

Customer : So they need to be replaced with the new ones? Well, I guess that's fine.


<http://www.scribd.com/document/25420441/525217647-state-indra-dito-one-lakh-into-hundred-million-entered-dented-original-shape.jpg>

## Task Screen

### Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 11 (3)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's do it

**TASK II**


Complete the dialogues below with appropriate expressions in responding to people who ask for some help. Look at the example. Then, perform it with a partner.

3. Christina is Ryan's friend. Ryan has his own auto body workshop. One day, Christina crashed a gate when she was learning to drive a car. It gave some scratches on her car. She asks whether Ryan can help her remove the scratches. Those are just small scratches and it doesn't the paint, so Ryan can fix it easily.

Christina : Look at my car! I crashed it to the gate this morning. Now, it has some scratches on its wing. Could you help me remove it?

Ryan :

Christina : Thanks a bunch! I really appreciate your help.



<http://img.digipics.com/1-PdZ3BhQyQ2U27uao0722&4444&w=100&h=100&auto=compress&crop=1>

1 2 3 4 5

## Task Screen

### Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 11 (4)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Oral cycle  Let's do it

**TASK II**


Complete the dialogues below with appropriate expressions in responding to people who ask for some help. Look at the example. Then, perform it with a partner.

4. Dinda is doing a practicum with her classmates about how to remove a small scratch on the metal panel. She needs a sandpaper to rub the scratch before polishing it. Candra, her friend, is going to a storage room to get it for himself. Dinda asks him to get it for her, too. Unfortunately, there is only 1 sandpaper left. Candra has an idea to just divide the sandpaper.

Dinda : Can you get a sandpaper for me too?

Candra :

Dinda : That's a good idea. Okay, let's divide it.



<http://img2.wikia.nx.cn/uploads/44444444/CatSandpaper-Step-4.jpg/270px-CatSandpaper-Step-4.jpg>

1 2 3 4 5


## Task Screen

## **Unit 2 – Oral Cycle – *Let's do it* (ICOT) – Task 11 (5)**

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2

Can you help me fix this problem?

Oral cycle  Let's do it

TASK 11

Complete the dialogues below with appropriate expressions in responding to people who ask for some help. Look at the example. Then, perform it with a partner.

5. Galih and Yuhda are doing a practicum at the school workshop. They are working on removing some small dents on the car by using a hammer-and-dolly technique. Galih thinks that they need other various hammers so Yuhda looks for other hammers.

Galih : I think we need other hammers. This one is not suitable for the metal surface. If you're going to the storage room, can you find other hammers?

Yuhda :

Galih : Thanks.

[http://image.cdnepg.com/technician/2018/51+ w500h400px1/wpComp\\_0702\\_08\\_0620hamm+ how\\_to\\_fix\\_a\\_dent%3Dhammer\\_and\\_dolly.jpg](http://image.cdnepg.com/technician/2018/51+ w500h400px1/wpComp_0702_08_0620hamm+ how_to_fix_a_dent%3Dhammer_and_dolly.jpg)

1 2 3 4 5

## Cycle Menu Screen


## Unit 2 – Written Cycle



English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program


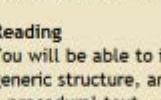
Unit 2

Can you help me fix this problem?

Written cycle



The checklist for everyday life.

Lower car and tighten lug nuts.

for@wexams.com

[http://farm5.staticflickr.com/4012/4517716247\\_53a5e70a45\\_o.jpg](http://farm5.staticflickr.com/4012/4517716247_53a5e70a45_o.jpg)

Learning objectives:

Reading

You will be able to identify the purpose, the generic structure, and the language features of a procedural text

Writing

You will be able to construct a procedural text based on the given situation and information.



## Task Screen


### Unit 2 – Written Cycle – *Let's begin* (BKOF) – Task 1A

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle **Let's begin**

**TASK 1 A**  
Watch the movie clip below and observe what happens in the garage. Based on the video, choose whether the statements below are True or False.



1. The scene took place in a showroom. ☐ True ☐ False

2. The scene took place in a garage. ☐ True ☐ False

3. The girl came with many damages on the car. ☐ True ☐ False

4. The car was in a bad condition. ☐ True ☐ False

5. The repairman used a hammer and dolly to fix the dent on the car. ☐ True ☐ False

6. The repairman used a spray gun to paint the body of the car. ☐ True ☐ False

7. The car still used the old tire. ☐ True ☐ False

8. The repairman changed the hood with a new one. ☐ True ☐ False

Vocabulary

## Task Screen

### Unit 2 – Written Cycle – *Let's begin* (BKOF) – Task 1B

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle **Let's begin**

**TASK 1 B**  
Rearrange the steps done in repairing the car from the box below. Check your answers by watching the movie again.



Seven steps to repair the car:

- prepare the tools
- 
- 
- 
- 
- 
- 

check the machine    change the tire    paint the body

check the interior    change the hood    put stickers on the body

## Task Screen

### Unit 2 –Written Cycle –Let's pay attention (MOT) –Task 2A

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

**TASK 2 A**

You will hear the words below mentioned in the video in Task 2 B.  
Drag and match the words in the box with the pictures.

|                 |                     |
|-----------------|---------------------|
| jack            | hubcap              |
| nut / lug nut   | spindles / fat tire |
| bolt / lug bolt | screwdriver         |
| spare tire      | wrench              |

## Task Screen

### Unit 2 –Written Cycle –Let's pay attention (MOT) –Task 2B

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

**TASK 2 B**

Watch the video on how to change a flat tire with a spare tire.  
Study the instructions on how to change a flat tire.

Most cars come equipped with the tools you need, like a spare tire, a jack, a lug nut wrench or a tire wrench.

Find these instructions on the video and put a tick ✓ after that:

- ☐ Find a safe place to pull over and turn on your hazard.
- ☐ Place the tire block under the tire on the opposite corner of the tire you're changing.
- ☐ Remove the hubcap.
- ☐ Loosen the lug nuts, alternating from right to left or vice versa.
- ☐ Check the manual to find the best spot to position the car jack.
- ☐ Use fluid, even strokes, to lift the car until the wheel completely off the ground.
- ☐ Remove the loosened lug nuts and remove the tire.
- ☐ Slide the spare under the tire bolts.
- ☐ Put the lug nuts back on the same alternating pattern that you used to take them off.
- ☐ Tighten the lug nuts by hand as much as you can.
- ☐ Slowly lower the car.
- ☐ Use the wrench to finish tightening the lug nuts.
- ☐ Replace the hubcap.

## Task Screen

### Unit 2 –Written Cycle –*Let's pay attention* (MOT) –Task 3A







English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

**TASK 3 A**

Write an instruction for each picture. You can choose the instruction from the box below.

- 
- 
- 
- 
- 
- 

- Undo the lug nuts by turning them counter-clockwise.
- Tighten the lug nuts by turning them clockwise.
- Take off the hubcap.
- Rotate the jack counter-clockwise.
- Put on the hubcap.

## Task Screen

### Unit 2 –Written Cycle –*Let's pay attention* (MOT) –Task 3B

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

**TASK 3 B**

Change the underlined words with the synonyms from the box. Drag and drop the answers to the right place.

- Undo the lug nuts by turning them counter-clockwise.
- Tighten the lug nuts by turning them clockwise.
- Take off the hubcap.
- Put on the hubcap.
- Rotate the wrench clockwise.

fasten  
turn  
remove  
loosen  
replace



## Task Screen

### Unit 2 –Written Cycle –Let's pay attention (MOT) –Task 4

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

#### Changing A Flat Tire: The Illustrated Guide

**1** Park your car on the flat ground. Put on the emergency brake and hazard lights, and then set up reflective warning triangle. Remove the tools from the car.

**2**

**3** Turn the crank until the wheel is high enough above the ground to remove the tire. Don't put your hands or legs under the car—it could fall and injure you.

**4**

**5** Place the spare tire on the car. Once wheel is on, replace the lug nuts and tighten them by hand and then with your lug wrench. Do not tighten them fully yet.

**6**

**7** Lower the jack until the wheel is firmly on the ground. Finish tightening your lug nuts with the lug wrench.

**8**

**TASK 4**  
Match the instruction with the pictures below. Drag and drop the answers to the illustration.

Place the jack under the car. Check your user's manual for the correct placement. Turn the crank clockwise to raise the car.

Finally, after changing the flat tire with the spare tire, drive your car to a garage to fix the flat tire.

Remove lug nuts from wheel by turning them counter-clockwise, and keep them in your hubcap so they don't roll away. Remove the flat tire.

Remove the hubcap as you get to the lug nuts. Loosen nuts with a lug wrench. Don't take them off yet.

## Task Screen

### Unit 2–Written Cycle–Let's pay attention (MOT) –Task 5(1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

**TASK 5**  
Study the explanation below.

#### Procedural Text

**Structure of the text:**

1. An introductory statement giving the aim or goal (title of the text or an introductory paragraph)
2. Materials needed for completing the procedure ( a list or a paragraph)
3. A sequence of steps in the correct order
  - Numbers can be used to show first, second, third, and so on.
  - Words such as now, next, and after this can be used.

**Chronological transition signals**

| Transition Signals                        |                                                  | Subordinators                    | Others                                                                                       |
|-------------------------------------------|--------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------|
| First,<br>Second,<br>Next,<br>Now<br>then | First of all,<br>After that,<br>Finally,<br>last | Soon,<br>Gradually,<br>meanwhile | After<br>As<br>As soon as<br>before                                                          |
|                                           |                                                  | Since<br>Until<br>When<br>while  | The first step ...<br>In the second step ...<br>On the third day ...<br>During the night ... |

Two Types in English (2007)

## Task Screen

### Unit 2–Written Cycle–Let's pay attention (MOT) –Task 5(2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?


Written cycle Let's pay attention

Let's look at the structure and language features of the previous text.

### Changing A Flat Tire: The Illustrated Guide

**Structure of the text:**

1. introductory statement (shown in the title)
2. materials needed for completing the procedure (shown in the illustrations)
3. a sequence of steps in the correct order



**1**

Park your car carefully on the flat ground. Put on the emergency brake and hazard lights, and then set up reflective warning triangle. Remove the tools needed from the car.

**2**

Remove the hubcap so you can get to the lug nuts. Loosen nuts with a lug wrench. Don't take them off yet.

**Language features:**

1. sentences that begin with verbs and are stated as commands
2. time word that shows the order for carrying out the procedure
3. adverbs to describe how the action should be done
4. precise terms and technical language

(put your cursor on the underlined words for more explanation)

\*Put your cursor to the colored words to read more explanations.

## Task Screen

### Unit 2–Written Cycle–Let's pay attention (MOT) –Task 6A

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

### TASK 6 A

Observe the various damages on the cars below. Fill the blanks with the kinds of damages (dent/rust/scratch).

1. 

Some  on the left side of the front bumper and the left wing.

2. 

A  on the left side of the front bumper.

3. 


Some  on the left door and left wing.

4. 

Some  on the right side of the front bumper.

5. 

A major  on the bonnet and right wing.

6. 

A major  on the right wing and bumper.





## Task Screen

### Unit 2–Written Cycle–*Let's pay attention* (MOT)–Task 8(1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

**TASK 8**  
Fill in the blanks below with the words in the box.

|              |         |        |
|--------------|---------|--------|
| spare tire   | lower   | lift   |
| crank handle | tighten | take   |
| car jack     | tighten | put    |
| wheel wrench | remove  | put    |
|              | remove  | loosen |

**How do I change a flat tire?**  
Step-by-step Guide to Changing a Tire

**Caution!**  
Before proceeding, make sure your emergency brake is on and your car is on the flat ground.

**Tools needed:**

1.  2.  3.  4.

**Instructions:**

1.  the tools (a spare tire, crank handle, car jack, and wheel wrench) out of the trunk. The tools are kept under the carpet. [check](#)

2.  the wheel bolts with the wheel wrench by turning it counterclockwise. Do not  the bolts completely. [check](#)

3.  the car jack under the car jack point. Insert the crank handle into the jack and  the car by turning it clockwise. [check](#)

## Task Screen

### Unit 2–Written Cycle–*Let's pay attention* (MOT)–Task 8(2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle Let's pay attention

|              |         |        |
|--------------|---------|--------|
| spare tire   | lower   | lift   |
| crank handle | tighten | take   |
| car jack     | tighten | put    |
| wheel wrench | remove  | put    |
|              | remove  | loosen |

4. When the car tire is lifted off the ground, continue to  all bolts. After that, remove the tire by pulling the tire towards yourself. [check](#)

5.  the spare tire on the car. Put the bolts back to hold the tire in place. Do not  the bolts yet. [check](#)

6.  the car by turning the crank counterclockwise until the jack is fully closed and car is on the ground. [check](#)

7.  the wheel bolts by turning the crank handle clockwise. [check](#)

**Done!**




## Task Screen

### Unit 2–Written Cycle–*Let's practice* (JCOT)–Task 10B (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program











Unit 2  
Can you help me fix this problem?

Written cycle  Let's practice

**TASK 10 B**  
Work in pairs. Complete the equipments needed and steps to fix rust on cars.

**How to Remove Rust from a Car**

Tools Needed:

|                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |
| <input type="text"/>                                                              | <input type="text"/>                                                              | <input type="text"/>                                                              | <input type="text"/>                                                               | <input type="text"/>                                                                |
|  |  |  |  |  |
| <input type="text"/>                                                              | <input type="text"/>                                                              | <input type="text"/>                                                              | <input type="text"/>                                                               | <input type="text"/>                                                                |

## Task Screen


### Unit 2–Written Cycle–*Let's practice* (JCOT)–Task 10B (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle  Let's practice

**Instructions:**

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| <input type="text"/>                                                                | <input type="text"/>                                                                | <input type="text"/>                                                                  |
|  |  |  |
| <input type="text"/>                                                                | <input type="text"/>                                                                | <input type="text"/>                                                                  |



## Task Screen

### Unit 2–Written Cycle–*Let's practice* (JCOT)–Task 10B (3)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle  Let's practice










[Check your writing](#)




## Task Screen

### Unit 2 – Written Cycle–*Let's do it* (ICOT)–Task 11


English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle  Let's do it

**TASK 11**  
Watch the video below and observe what happened to the black car.  
After that, read the paragraphs below.



Oh...

All scratches are not the same. Some scratches can be shallow, while some others can be deep. A shallow scratch only goes through the clear coat and colour layer. On the other hand, a deep scratch goes through the primer and steel layer.

If there's still colour at the bottom of the scratch, it is possible to remove it with some sanding, buffing, and waxing techniques.

[see picture](#)

## Task Screen

### Unit 2 – Written Cycle–*Let's do it* (ICOT)–Task 12 (1)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

Unit 2  
Can you help me fix this problem?

Written cycle *Let's do it* TASK 12  
Read the following threads on a forum and write the instructions on how to remove minor scratches on cars. You can use the words in the box. Compare your work with your classmates'.

03-28-2012, 05:46 PM  
ID name : Robbie  
Join Date : Jan 2012  
Post(s) : 1

I can't get the scratches out of my paint.

Hello!

I bought a used 2008 Honda Jazz, which overall is in very good condition but there are several scratches on the car. I think these are just minor scratches. The scratch doesn't run the paint, but I want to remove them.

Did anyone ever have experience with this? How do I fix it?

05-29-2012, 07:15 PM  
ID name : Glenn  
Join Date : April 2010  
Post(s) : 23

Hello, Robbie!

I bought a car polisher compound to remove the scratches on my car. I used the compound to rub the scratch. I had to rub it several times until I could not see the scratch anymore. After the scratch was gone, I finished it with car wax.

05-29-2012, 07:42 PM  
ID name : John  
Join Date : Nov 2011  
Post(s) : 9

A friend at a bodyshop told me if you can't feel the scratch with your fingernail, you can do the method described by Glenn. But if you can feel the scratch with your nail, you need to rub the scratches with the sandpaper before rubbing it with a polisher compound.

05-29-2012, 08:02 PM  
ID name : Billie  
Join Date : Dec 2011  
Post(s) : 5

Yes, I agree with all replies here. So you need to prepare a car polisher compound, car wax, cloth, sandpaper, and a polisher buffer.



<http://auto-repair-technology.com/threads/2008-honda-jazz-16-4-2.jpg>



<http://www.cheap-clip.com/forum/showthread.php?p=10&highlight=scratch&ppp=10&highlight=2012-honda-jazz-16-4-2-car-damage>

## Task Screen

### Unit 2 – Written Cycle–*Let's do it* (ICOT)–Task 12 (2)

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program







Unit 2  
Can you help me fix this problem?

Written cycle *Let's do it*

**How to Remove Shallow Scratches on Cars**

Tools Needed:

|                         |                         |
|-------------------------|-------------------------|
| 1. <input type="text"/> | 4. <input type="text"/> |
| 2. <input type="text"/> | 5. <input type="text"/> |
| 3. <input type="text"/> |                         |

|                                                                                                             |                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 1.  <input type="text"/> | 2.  <input type="text"/> |
| 3.  <input type="text"/> | 4.  <input type="text"/> |
| 5.  <input type="text"/> | 6.  <input type="text"/> |

rub put wipe finish continue polish

Auto Body Repair Technology 2nd Edition (2008)

Check your writing



## Glossary Screen

## Unit 2 – Glossary – page 1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Unit 2**  
Can you help me fix this problem?

**Glossary**

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary          | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|---------------------|-----------------------|-----------------|---------|
| 1.  | auto body repair    |                       | N               |         |
| 2.  | auto repair shop    |                       | N               |         |
| 3.  | clockwise           |                       | Adj, Adv        |         |
| 4.  | counterclockwise    |                       | Adj, Adv        |         |
| 5.  | hold                |                       | V               |         |
| 6.  | lift                |                       | V               |         |
| 7.  | loosen              |                       | V               |         |
| 8.  | polish              |                       | V               |         |
| 9.  | push ____ into ____ |                       | V               |         |
| 10. | put ____ on ____    |                       | V               |         |

**Meaning**  
It is the practice of fixing damaged car structures. Auto body technicians handle dents, scratches and more extensive damage caused by everyday use and accidents.

**Arti**

## Glossary Screen

## Unit 2 – Glossary – page 1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Unit 2**  
Can you help me fix this problem?

**Glossary**

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary          | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|---------------------|-----------------------|-----------------|---------|
| 1.  | auto body repair    |                       | N               |         |
| 2.  | auto repair shop    |                       | N               |         |
| 3.  | clockwise           |                       | Adj, Adv        |         |
| 4.  | counterclockwise    |                       | Adj, Adv        |         |
| 5.  | hold                |                       | V               |         |
| 6.  | lift                |                       | V               |         |
| 7.  | loosen              |                       | V               |         |
| 8.  | polish              |                       | V               |         |
| 9.  | push ____ into ____ |                       | V               |         |
| 10. | put ____ on ____    |                       | V               |         |

**Meaning**

**Arti**  
perbaikan bodi otomotif

## Glossary Screen

## Unit 2 – Glossary – page 2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Unit 2**

Can you help me fix this problem?

**Glossary**

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary        | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|-------------------|-----------------------|-----------------|---------|
| 11. | put ___ under ___ |                       | V               |         |
| 12. | remove            |                       | V               |         |
| 13. | replace           |                       | V               |         |
| 14. | rub               |                       | V               |         |
| 15. | straighten        |                       | V               |         |
| 16. | take ___ off      |                       | V               |         |
| 17. | take ___ out      |                       | V               |         |
| 18. | tighten           |                       | V               |         |
| 19. | turn              |                       | V               |         |
| 20. | undo              |                       | V               |         |

**Meaning**

to move something under the stated place or position

**Arti**

## Glossary Screen

## Unit 2 – Glossary – page 2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Unit 2**

Can you help me fix this problem?

**Glossary**

Oral cycle

Written cycle

Summary

Vocabulary Enrichment

| No. | Vocabulary        | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|-------------------|-----------------------|-----------------|---------|
| 11. | put ___ under ___ |                       | V               |         |
| 12. | remove            |                       | V               |         |
| 13. | replace           |                       | V               |         |
| 14. | rub               |                       | V               |         |
| 15. | straighten        |                       | V               |         |
| 16. | take ___ off      |                       | V               |         |
| 17. | take ___ out      |                       | V               |         |
| 18. | tighten           |                       | V               |         |
| 19. | turn              |                       | V               |         |
| 20. | undo              |                       | V               |         |

**Meaning**

**Arti**

meletakkan \_\_\_ di bawah \_\_\_

## Summary Screen

## Unit 2 – Summary – page 1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

## Unit 2

### Can you help me fix this problem?

**Summary**

Oral cycle

Written cycle

Glossary

Vocabulary Enrichment

| Asking for help                       | Responses                     |                                    |
|---------------------------------------|-------------------------------|------------------------------------|
|                                       | Giving help                   | Refusing to give help              |
| If _____, may I ask you a favour?     | Sure, what is it?             | I'm sorry. Actually, _____         |
| Could you help me (verb) ?            | Mhm?                          | I wish I could help you, but _____ |
| Can you help me (verb) ?              | What do you need my help for? |                                    |
| It's just that _____                  | Hmm, let me see.              |                                    |
| I'd really be glad if you could _____ | Well _____                    |                                    |

**Examples**

Asking for help

Responses

If (condition), may I ask you a favour?

If you're not too busy, may I ask you a favour?

If it's OK, may I ask you a favour?

If you don't mind, may I ask you a favor?

If it's possible may I ask you a favor?

1 2 3 4

## Summary Screen

## Unit 2 – Summary – page 2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

## Unit 2

### Can you help me fix this problem?

**Summary**

Oral cycle

Written cycle

Glossary

Vocabulary Enrichment

**Procedural Text**

**Structure of the text:**

1. An introductory statement giving the aim or goal (title of the text or an introductory paragraph)
2. Materials needed for completing the procedure ( a list or a paragraph)
3. A sequence of steps in the correct order
  - Numbers can be used to show first, second, third, and so on.
  - Words such as now, next, and after this can be used.

**Chronological transition signals**

| Transition Signals |               |            | Subordinators |       | Others                |
|--------------------|---------------|------------|---------------|-------|-----------------------|
| First,             | First of all, | Soon,      | After         | Since | The first step ...    |
| Second,            | After that,   | Gradually, | As            | Until | In the second step... |
| Next,              | Finally       | meanwhile  | As soon as    | When  | On the third day...   |
| Now                | last          |            | before        | while | During the night...   |
| then               |               |            |               |       |                       |

Text Types in English (2007)



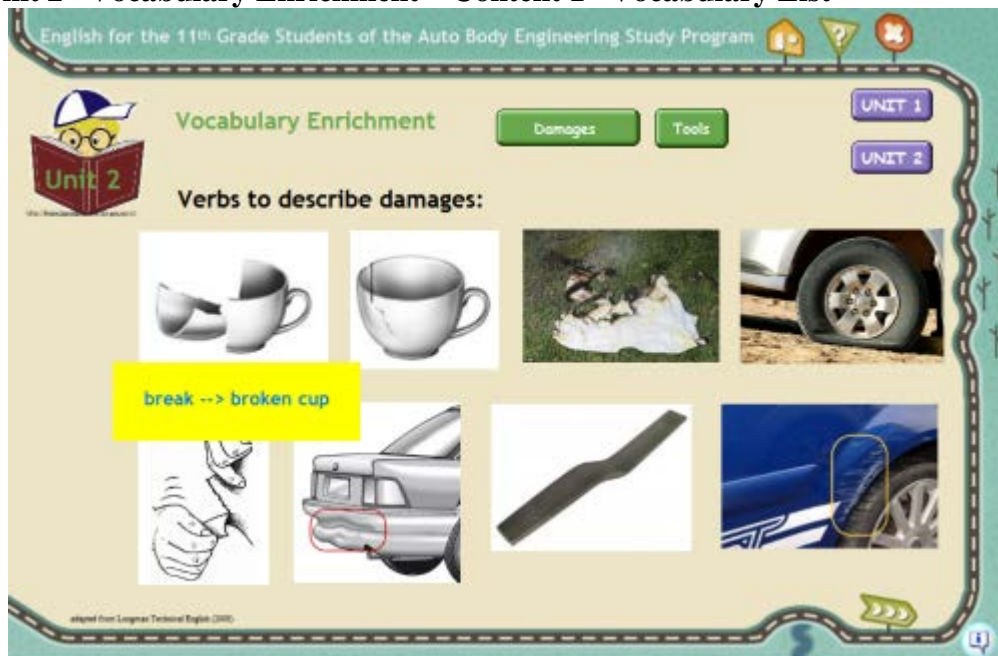
## Vocabulary Enrichment Screen

### Unit 2 –Vocabulary Enrichment – Menu page



## Vocabulary Enrichment Screen

### Unit 2 –Vocabulary Enrichment – Content 1 –Vocabulary List



## Vocabulary Enrichment Screen

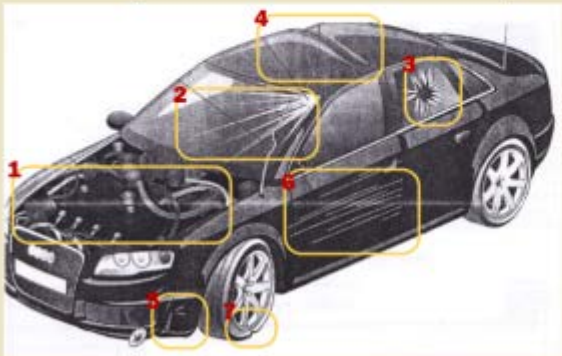
### Unit 2 –Vocabulary Enrichment – Content 1 –Exercise 1

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Vocabulary Enrichment**

**Exercise 1**  
Fill in the blank with the words in the box.

|         |           |           |        |
|---------|-----------|-----------|--------|
| broken  | bent      | cracked   | dented |
| missing | scratched | punctured |        |



*Damages on the car:*

1.  hood
2.  windshield
3.  rear side window
4.  roof
5.  front bumper
6.  front door
7.  front tire

adapted from Longman Technical English (2005)

## Vocabulary Enrichment Screen

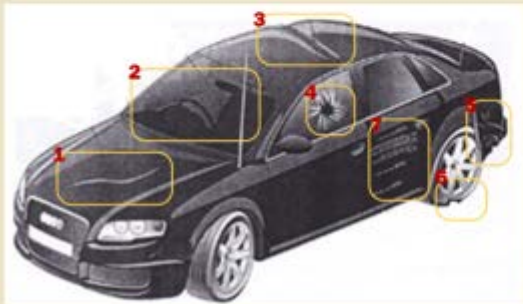
### Unit 2 –Vocabulary Enrichment – Content 1 –Exercise 2

English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program

**Vocabulary Enrichment**

**Exercise 2**  
Fill in the blank with the words in the box.

|           |        |           |        |
|-----------|--------|-----------|--------|
| punctured | broken | scratched | dented |
| dented    | bent   | missing   |        |



*Damages on the car:*

1.  hood
2.  windshield
3.  roof
4.  front side window
5.  rear bumper
6.  rear tire
7.  rear door

adapted from Longman Technical English (2005)



## Vocabulary Enrichment Screen

### Unit 2 –Vocabulary Enrichment – Content 2 –Vocabulary List



## Vocabulary Enrichment Screen

### Unit 2 –Vocabulary Enrichment – Content 2 –Exercise



# **APPENDIX D:**

## **INSTRUMENTS**

1. Needs Analysis Questionnaire
2. Content Expert Judgment Questionnaire
3. Multimedia Expert Judgment  
Questionnaire

### Kuesioner Kebutuhan Belajar Siswa

Kuesioner ini merupakan salah satu instrumen penelitian yang digunakan untuk mengumpulkan data mengenai kebutuhan belajar siswa terkait dalam penggunaan multimedia pembelajaran interaktif. Hasil dari data ini nantinya akan digunakan dalam pembuatan multimedia pembelajaran interaktif pada penelitian dengan judul *“Developing English Interactive Learning Multimedia for the Eleventh Grade Students of the Auto Body Repair Engineering Study Program at SMK N 2 Sleman for Semester 2 in the Academic Year 2012/2013”*.

Kuesioner ini terdiri dari tiga bagian. Bagian A berisi data diri Anda. Contoh:

|                       |                   |
|-----------------------|-------------------|
| 1. Nama               | : <u>PRIMA</u>    |
| 2. Umur               | : <u>16</u> tahun |
| 3. Jenis kelamin      | : <u>P</u> / W    |
| (lingkari salah satu) |                   |

Bagian B terdiri dari beberapa pilihan yang dijawab dengan cara memberikan tanda centang (✓) pada pilihan yang sesuai dan Anda dapat memilih lebih dari satu pilihan. Contoh:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Mengapa Anda belajar Bahasa Inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <input checked="" type="checkbox"/> Saya mempelajari Bahasa Inggris karena itu merupakan mata pelajaran wajib.<br><input checked="" type="checkbox"/> Saya mempelajari Bahasa Inggris supaya dapat mengerjakan soal-soal ujian.<br><input checked="" type="checkbox"/> Saya mempelajari Bahasa Inggris untuk mempersiapkan diri dalam dunia kerja.<br><input type="checkbox"/> Saya mempelajari Bahasa Inggris untuk mempersiapkan diri ke jenjang pendidikan yang lebih tinggi.<br><input type="checkbox"/> Saya mempelajari Bahasa Inggris karena saya tertarik dengan bahasanya.<br><input type="checkbox"/> Saya mempelajari Bahasa Inggris karena saya tertarik dengan budayanya.<br><input type="checkbox"/> Lainnya, _____ |

Bagian C berupa pernyataan-pernyataan yang harus dijawab dengan memilih salah satu jawaban (SS, S, TS, atau STS) dengan memberi tanda centang (✓) pada salah satu kolom jawaban yang disediakan.

Pilih SS jika Anda **sangat setuju** dengan pernyataan yang ada.

Pilih S jika Anda **setuju** dengan pernyataan yang ada.

Pilih TS jika Anda **tidak setuju** dengan pernyataan yang ada.

Pilih STS jika Anda **sangat tidak setuju** dengan pernyataan yang ada.

Contoh :

| No. | Pernyataan                                                                                         | SS | S | TS | STS |
|-----|----------------------------------------------------------------------------------------------------|----|---|----|-----|
| 5.  | Saya menyukai bekerja secara individu sehingga saya bisa lebih fokus dalam mengerjakannya.         |    | ✓ |    |     |
| 6.  | Saya menyukai bekerja sama secara berpasangan sehingga saya dapat berdiskusi dengan pasangan saya. |    | ✓ |    |     |

**A. Tulis data diri Anda di bawah ini.**

1. Nama : \_\_\_\_\_
2. Umur : \_\_\_\_\_ tahun
3. Jenis kelamin : P / W  
(lingkari salah satu)

**B. Berilah tanda centang (✓) pada setiap pilihan yang sesuai (Anda dapat memilih lebih dari satu).****Tujuan Belajar Siswa**

## 1. Mengapa Anda belajar Bahasa Inggris?

- ☐ Saya mempelajari Bahasa Inggris karena itu merupakan mata pelajaran wajib.
- ☐ Saya mempelajari Bahasa Inggris supaya dapat mengerjakan soal-soal ujian.
- ☐ Saya mempelajari Bahasa Inggris untuk mempersiapkan diri dalam dunia kerja.
- ☐ Saya mempelajari Bahasa Inggris untuk mempersiapkan diri ke jenjang pendidikan yang lebih tinggi.
- ☐ Saya mempelajari Bahasa Inggris karena saya tertarik dengan bahasanya.
- ☐ Saya mempelajari Bahasa Inggris karena saya tertarik dengan budayanya.
- ☐ Lainnya, \_\_\_\_\_

## 2. Dalam situasi seperti apakah Bahasa Inggris akan berguna untuk Anda?

- ☐ Berkomunikasi secara informal mengenai topik sehari-hari.
- ☐ Berkomunikasi secara formal dengan atasan maupun rekan kerja.
- ☐ Membaca artikel dalam Bahasa Inggris.
- ☐ Melihat video maupun mendengarkan audio dalam Bahasa Inggris.
- ☐ Membaca buku panduan manual untuk teknik perbaikan bodi otomotif.
- ☐ Membaca katalog mengenai spesifikasi mobil.
- ☐ Lainnya, \_\_\_\_\_

**Materi Belajar Siswa**

## 3. Jenis teks bahasa Inggris seperti apa yang Anda ingin pelajari?

- ☐ Teks akademik mengenai ilmu otomotif
- ☐ Artikel mengenai dunia otomotif
- ☐ Katalog produk otomotif
- ☐ Buku petunjuk manual yang berisi instruksi-instruksi dalam industri otomotif
- ☐ Rekaman audio maupun video terkait dunia otomotif
- ☐ Lainnya, \_\_\_\_\_

4. Topik apa yang ingin Anda pelajari di dalam kelas Bahasa Inggris yang berkaitan dengan program keahlian Teknik Perbaikan Bodi Otomotif?

- ☐ Bagian-bagian mobil
- ☐ Cara kerja mesin mobil
- ☐ Jenis-jenis mobil
- ☐ Fungsi berbagai jenis mobil
- ☐ Eksterior mobil
- ☐ Interior mobil
- ☐ Performa dan spesifikasi mobil
- ☐ Keamanan dalam mengendarai mobil
- ☐ Desain mobil
- ☐ Kerusakan pada bodi mobil
- ☐ Proses perbaikan bodi mobil
- ☐ Lainnya, \_\_\_\_\_

**C. Berilah tanda centang (✓) pada salah satu kolom SS, S, TS, atau STS pada pernyataan yang ada pada tabel.**

#### Kegiatan Belajar Siswa

| No. | Pernyataan                                                                                                                                                                            | SS | S | TS | STS |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|
| 5.  | Saya menyukai bekerja secara individu sehingga saya bisa lebih fokus dalam mengerjakannya.                                                                                            |    |   |    |     |
| 6.  | Saya menyukai bekerja sama secara berpasangan sehingga saya dapat berdiskusi dengan pasangan saya.                                                                                    |    |   |    |     |
| 7.  | Saya menyukai bekerja sama dalam kelompok kecil (3-5 orang) sehingga saya dapat berdiskusi dengan anggota-anggota dalam kelompok saya.                                                |    |   |    |     |
| 8.  | Saya menyukai kegiatan yang menuntut kerja sama dari seisi kelas.                                                                                                                     |    |   |    |     |
| 9.  | Saya menyukai kegiatan yang menuntut saya memecahkan suatu permasalahan seperti : memilih rekomendasi mobil yang tepat berdasarkan pilihan mobil yang dijual dan kebutuhan pelanggan. |    |   |    |     |
| 10. | Saya menyukai kegiatan berupa <i>role-play</i> , contoh: <i>role-play</i> antara teknisi dengan pelanggan yang mengajukan keluhan.                                                    |    |   |    |     |
| 11. | Saya menyukai kegiatan yang menuntut kemampuan imajinasi dan kreatifitas, example : <i>project work</i> membuat sebuah poster untuk produk mobil baru.                                |    |   |    |     |

#### Peranan Guru

| No. | Pernyataan                                                                                   | SS | S | TS | STS |
|-----|----------------------------------------------------------------------------------------------|----|---|----|-----|
| 12. | Menurut saya, penjelasan yang diberikan oleh guru membantu untuk mempelajari Bahasa Inggris. |    |   |    |     |
| 13. | Menurut saya, media yang digunakan guru                                                      |    |   |    |     |



|     |                                                                                                                                             |  |  |  |  |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|     | mempermudah siswa mempelajari Bahasa Inggris.                                                                                               |  |  |  |  |
| 14. | Menurut saya, guru memberikan dorongan dan kesempatan kepada siswa untuk berkomunikasi secara aktif dan mandiri menggunakan Bahasa Inggris. |  |  |  |  |
| 15. | Menurut saya, guru membantu siswa yang mengalami kesulitan.                                                                                 |  |  |  |  |
| 16. | Menurut saya, guru membantu memperbaiki kesalahan yang dibuat oleh siswa.                                                                   |  |  |  |  |

### **Pembelajaran Bahasa Inggris di Laboratorium Bahasa**

| <b>No.</b> | <b>Pernyataan</b>                                                                                                                                                                     | <b>SS</b> | <b>S</b> | <b>TS</b> | <b>STS</b> |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|-----------|------------|
| 17.        | Menurut saya, sekolah memiliki laboratorium Bahasa Inggris yang nyaman dan memadai.                                                                                                   |           |          |           |            |
| 18.        | Menurut saya, fasilitas yang ada di dalam laboratorium Bahasa Inggris (seperti layar monitor, CPU, mouse, dan headset) berfungsi dengan baik.                                         |           |          |           |            |
| 19.        | Menurut saya, bahan pelajaran yang ada di laboratorium bahasa (dalam audio dan video) baik dan layak digunakan untuk mempelajari Bahasa Inggris.                                      |           |          |           |            |
| 20.        | Menurut saya, bahan pelajaran yang ada di laboratorium bahasa (dalam audio dan video) sudah memenuhi kebutuhan untuk mempelajari Bahasa Inggris sesuai dengan program keahlian siswa. |           |          |           |            |
| 21.        | Menurut saya, belajar Bahasa Inggris dengan menggunakan komputer dan program belajar lebih menarik dan menyenangkan.                                                                  |           |          |           |            |
| 22.        | Menurut saya, kegiatan belajar Bahasa Inggris di laboratorium bahasa lebih memotivasi saya dalam mempelajari Bahasa Inggris.                                                          |           |          |           |            |
| 23.        | Menurut saya, komponen-komponen media seperti audio, video, gambar, dan teks di layar monitor dapat membantu saya mempelajari Bahasa Inggris dengan lebih baik.                       |           |          |           |            |
| 24.        | Menurut saya, saya tidak memiliki kesulitan dalam mengoperasikan komputer selama kegiatan pembelajaran Bahasa Inggris di laboratorium bahasa.                                         |           |          |           |            |

***Terima kasih atas ketersediaan Anda dalam mengisi kuesioner ini.***

## KUESIONER UNTUK AHLI MATERI

Diadaptasi dari:

*A checklist for materials evaluation by Hutchinson and Waters (1987:99)*

Nama program : *Developing English Interactive Learning Multimedia for the Eleventh Grade Students of the Auto Body Repair Engineering Study Program at SMKN 2 Sleman for Semester 2 in the Academic Year 2012/2013*

Developer : Putri Hayu Austina

### Keterangan:

SS : Sangat setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat tidak setuju

**Berilah tanda centang (✓) pada salah satu kolom SS, S, TS, atau STS pada pernyataan yang ada pada tabel.**

### Poin A : Peserta Didik

| No. | Pernyataan                                                                                           | SS | S | TS | STS | Komentar |
|-----|------------------------------------------------------------------------------------------------------|----|---|----|-----|----------|
| 1.  | Materi yang dikembangkan sesuai dengan tingkat perkembangan berpikir siswa.                          |    |   |    |     |          |
| 2.  | Materi yang dikembangkan sesuai dengan program keahlian siswa, yaitu Teknik Perbaikan Bodi Otomotif. |    |   |    |     |          |
| 3.  | Bahasa yang digunakan sudah disesuaikan dengan tingkat perkembangan siswa.                           |    |   |    |     |          |

**Poin B : Materi**

| <b>No.</b> | <b>Pernyataan</b>                                                                                                                                                                                  | <b>SS</b> | <b>S</b> | <b>TS</b> | <b>STS</b> | <b>Komentar</b> |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|-----------|------------|-----------------|
| 4.         | Materi yang dikembangkan sesuai dengan tujuan pembelajaran yang tertera di SKKD.                                                                                                                   |           |          |           |            |                 |
| 5.         | Siswa mendapatkan informasi yang jelas mengenai tujuan pembelajaran, <i>language points</i> , dan jenis teks yang akan dicapai dalam setiap unit.                                                  |           |          |           |            |                 |
| 6.         | Materi yang dikembangkan mengintegrasikan seluruh keterampilan berbahasa ( <i>macro-skills</i> ), yaitu: mendengarkan, berbicara, membaca, dan menulis.                                            |           |          |           |            |                 |
| 7.         | Kegiatan di dalam materi ini mencakup beberapa keterampilan dasar ( <i>micro skills</i> ) dalam keempat keterampilan berbahasa tersebut.                                                           |           |          |           |            |                 |
| 8.         | Teks bacaan maupun percakapan yang digunakan di dalam materi ini sudah sesuai dengan jenis-jenis teks pada tiap unit. (Materi ini menggunakan <i>discussion text</i> dan <i>procedural text</i> ). |           |          |           |            |                 |
| 9.         | Topik yang digunakan di dalam materi ini sudah sesuai dengan bidang keahlian siswa, yaitu Teknik Perbaikan Bodi Otomotif.                                                                          |           |          |           |            |                 |
| 10.        | Materi yang dikembangkan tersusun secara sistematis sesuai dengan topik yang diangkat dalam unit tersebut.                                                                                         |           |          |           |            |                 |

|     |                                                                                                                               |  |  |  |  |  |
|-----|-------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 11. | Materi yang dikembangkan tersusun secara sistematis sesuai dengan <i>language points</i> yang akan dicapai dalam setiap unit. |  |  |  |  |  |
| 12. | Perintah di dalam setiap kegiatan dijabarkan dengan baik dan jelas.                                                           |  |  |  |  |  |
| 13. | Penjelasan mengenai materi dijabarkan dengan baik dan jelas.                                                                  |  |  |  |  |  |
| 14. | Bahasa yang digunakan di dalam materi ini baik dan tepat.                                                                     |  |  |  |  |  |
| 15. | Penyampaian ide, gagasan, atau materi menggunakan bahasa yang mudah dipahami.                                                 |  |  |  |  |  |

### Poin C : Metodologi

| No. | Pernyataan                                                                                                                                                 | SS | S | TS | STS | Komentar |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|----------|
| 16. | Kegiatan di dalam materi ini tersusun secara bertahap sesuai dengan 4 tahap utama di dalam <i>genre-based approach</i> , yaitu: BKOF, MOT, JCOT, dan ICOT. |    |   |    |     |          |
| 17. | Penyusunan materi sudah sesuai dengan tujuan pembelajaran yang ingin dicapai pada setiap unit.                                                             |    |   |    |     |          |
| 18. | Latihan dan kegiatan yang terdapat di materi disusun secara bertahap dari <i>guided</i> menjadi <i>free</i> .                                              |    |   |    |     |          |
| 19. | Latihan dan kegiatan yang terdapat di materi disusun secara bertahap untuk mengukur kemampuan <i>receptive</i> kemudian <i>productive</i> .                |    |   |    |     |          |
| 20. | Latihan dan kegiatan yang terdapat di materi disusun secara bertahap untuk memberikan                                                                      |    |   |    |     |          |

|     |                                                                                                                                |  |  |  |  |  |
|-----|--------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|     | kesempatan pada peserta didik untuk bekerjasama dengan seluruh kelas, berkelompok, berpasangan, maupun individu.               |  |  |  |  |  |
| 21. | Media yaang tersedia (berupa audio, video, dan gambar) sudah sesuai dengan materi yang disampaikan.                            |  |  |  |  |  |
| 22. | Tersedia contoh dan latihan yang sesuai dengan materi yang dibahas dalam unit tersebut.                                        |  |  |  |  |  |
| 23. | Tersedia pertanyaan atau kegiatan yang sesuai untuk mengecek tingkat pemahaman siswa terhadap teks atau materi yang diberikan. |  |  |  |  |  |
| 24. | Materi ini mencakup materi tambahan atau pendukung di dalam setiap unit yang disusun dengan baik, rapi, dan sistematis.        |  |  |  |  |  |
| 25. | Tersedia daftar kata di dalam setiap unit yang disertai dengan keterangan tambahan yang cukup untuk mendukung pemahaman siswa. |  |  |  |  |  |



### Kuesioner Untuk Ahli Media

diadaptasi dari:  
*Evaluation Form*  
 by M. Alessi and Standley R. Trolip, 2000.

Nama program : *Developing English Interactive Learning Multimedia for the Eleventh Grade Students of the Auto Body Repair Engineering Study Program at SMKN 2 Sleman for Semester 2 in the Academic Year 2012/2013*

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#### Keterangan:

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**Berilah tanda centang (✓) pada salah satu kolom SS, S, TS, atau STS pada pernyataan yang ada pada tabel.**

#### Isi Materi

| No. | Pernyataan                                                                                      | SS | S | TS | STS | Komentar |
|-----|-------------------------------------------------------------------------------------------------|----|---|----|-----|----------|
| 1.  | Materi yang ada di dalam multimedia ini sesuai dengan tujuan pembelajaran.                      |    |   |    |     |          |
| 2.  | Materi yang ada di dalam multimedia ini disajikan secara terstruktur.                           |    |   |    |     |          |
| 3.  | Materi yang ada di dalam multimedia ini disajikan secara akurat.                                |    |   |    |     |          |
| 4.  | Materi yang ada di dalam multimedia ini menggunakan pemilihan kata dan tata bahasa yang baik.   |    |   |    |     |          |
| 5.  | Penggunaan materi bacaan di dalam multimedia ini disesuaikan dengan tingkat kemampuan siswa SMK |    |   |    |     |          |

|    |                                                                                                              |  |  |  |  |  |
|----|--------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | kelas 2 pada umumnya.                                                                                        |  |  |  |  |  |
| 6. | Materi yang ada di dalam multimedia ini menggunakan kata-kata khusus ( <i>technical terms</i> ) yang sesuai. |  |  |  |  |  |
| 7. | Penggunaan tanda baca dan tata bahasa dalam materi di multimedia ini sudah sesuai dengan aturan yang ada.    |  |  |  |  |  |
| 8. | Terdapat daftar kata baru pada setiap unit materi untuk membantu siswa memahami materi tersebut.             |  |  |  |  |  |

### Informasi terkait materi dan multimedia

| No. | Pernyataan                                                                                                                                             | SS | S | TS | STS | Komentar |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|----------|
| 9.  | Terdapat bagian pembukaan ( <i>introduction</i> ) yang menjelaskan tentang materi di setiap unit.                                                      |    |   |    |     |          |
| 10. | Terdapat petunjuk yang jelas untuk menuju ke bagian-bagian di dalam multimedia ini.                                                                    |    |   |    |     |          |
| 11. | Terdapat fasilitas <i>help</i> (bantuan) untuk memberikan penjelasan terkait permasalahan yang mungkin dialami siswa dalam menggunakan multimedia ini. |    |   |    |     |          |
| 12. | Terdapat rangkuman materi dalam setiap unit di multimedia ini.                                                                                         |    |   |    |     |          |

### Tampilan

| No. | Pernyataan                                                                   | SS | S | TS | STS | Komentar |
|-----|------------------------------------------------------------------------------|----|---|----|-----|----------|
| 13. | Tampilan dari layar monitor jelas, interaktif, dan informatif.               |    |   |    |     |          |
| 14. | Variasi warna dan penataan tampilan dalam multimedia ini selaras dan serasi. |    |   |    |     |          |
| 15. | Tulisan dapat dibaca                                                         |    |   |    |     |          |

|     |                                                                                                                   |  |  |  |  |  |
|-----|-------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|     | dengan jelas.                                                                                                     |  |  |  |  |  |
| 16. | Animasi dan gambar di dalam multimedia ini disajikan dengan rapi.                                                 |  |  |  |  |  |
| 17. | Gambar, suara, maupun video yang digunakan di dalam multimedia ini sesuai dengan materi.                          |  |  |  |  |  |
| 18. | Gambar, suara, maupun video yang digunakan di dalam multimedia ini memiliki kualitas gambar dan suara yang bagus. |  |  |  |  |  |
| 19. | Tata letak teks dan gambar diatur dengan rapi.                                                                    |  |  |  |  |  |

### Navigasi

| No. | Pernyataan                                                                                                                            | SS | S | TS | STS | Komentar |
|-----|---------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|----------|
| 20. | Navigasi yang ada di dalam multimedia ini mudah untuk dipahami dan digunakan.                                                         |    |   |    |     |          |
| 21. | Tombol-tombol ( <i>menu</i> , <i>next</i> , <i>back</i> , dll) dapat berfungsi dengan baik.                                           |    |   |    |     |          |
| 22. | Terdapat tombol <i>home</i> pada setiap <i>scene</i> multimedia ini sehingga memudahkan siswa untuk kembali ke menu utama kapan saja. |    |   |    |     |          |
| 23. | Terdapat tombol <i>exit</i> pada setiap <i>scene</i> multimedia ini sehingga memudahkan siswa untuk keluar kapan saja.                |    |   |    |     |          |

### Pedagogi

| No. | Pernyataan                                                                | SS | S | TS | STS | Komentar |
|-----|---------------------------------------------------------------------------|----|---|----|-----|----------|
| 24. | Metodologi pengajaran yang digunakan dalam multimedia ini sudah sesuai.   |    |   |    |     |          |
| 25. | Aktifitas dan latihan dalam multimedia ini membantu siswa untuk aktif dan |    |   |    |     |          |

|     |                                                                                                                |  |  |  |  |  |
|-----|----------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|     | interaktif dalam proses belajar.                                                                               |  |  |  |  |  |
| 26. | Siswa mendapatkan jumlah informasi yang cukup untuk mendukung proses belajar.                                  |  |  |  |  |  |
| 27. | Multimedia ini memberikan siswa kesempatan untuk melatih strategi belajar mereka ( <i>learning strategy</i> ). |  |  |  |  |  |
| 28. | Siswa diberikan kontrol yang cukup dalam menggunakan multimedia ini.                                           |  |  |  |  |  |
| 29. | Pertanyaan yang diajukan kepada siswa serta cara menjawabkan ditampilkan dengan jelas dan mudah dilaksanakan.  |  |  |  |  |  |
| 30. | Siswa diberi umpan balik ( <i>feedback</i> ) dalam setiap latihan.                                             |  |  |  |  |  |

# **APPENDIX E:**

## **DATA**

1. The Result of Needs Analysis  
Questionnaire
2. A Sample of Needs Analysis  
Questionnaire
3. Content Expert Judgment Result
4. Multimedia Expert Judgment Result



### The Result of Needs Analysis Questionnaire

**a) Students' learning aims**

| No.       | Statement                                                                                                       | Number of students |
|-----------|-----------------------------------------------------------------------------------------------------------------|--------------------|
| <b>1.</b> | <b>Why do you learn English?</b>                                                                                |                    |
|           | a. I learn English because it is a compulsory subject.                                                          | 22<br>(70.97%)     |
|           | b. I learn English so I can do the test.                                                                        | 22<br>(70.97%)     |
|           | c. I learn English to prepare myself for a future career.                                                       | 22<br>(70.97%)     |
|           | d. I learn English to prepare myself for a higher education.                                                    | 13<br>(41.94%)     |
|           | e. I learn English because I am interested in the language itself.                                              | 7<br>(22.58%)      |
|           | f. I learn English because I am interested in its culture.                                                      | 2<br>(6.45%)       |
| <b>2.</b> | <b>In what situation English will be useful for you?</b>                                                        |                    |
|           | a. English will be useful for me when I am communicating informally about daily things.                         | 7<br>(22.58%)      |
|           | b. English will be useful for me when I am communicating formally with my supervisors or colleagues.            | 9<br>(29.03%)      |
|           | c. English will be useful for me when I am reading some articles in English about Auto Body Repair Engineering. | 18<br>(58.06%)     |
|           | d. English will be useful for me when I am watching video or listening to audio in English.                     | 26<br>(83.87%)     |
|           | e. English will be useful for me when I am reading a manual guidance book about Auto Body Repair Engineering.   | 23<br>(74.19%)     |
|           | f. English will be useful for me when I am reading catalogue about cars' specifications.                        | 14<br>(45.16 %)    |

## b) Students' learning materials

| No. | Statement                                                                                                                | Number of students |
|-----|--------------------------------------------------------------------------------------------------------------------------|--------------------|
| 3.  | <b>Type of texts that you want to learn:</b>                                                                             |                    |
|     | a. Academic texts about automotive studies.                                                                              | 18<br>(58.06%)     |
|     | b. Articles about automotive studies.                                                                                    | 16<br>(51.61%)     |
|     | c. Catalogues about automotive products.                                                                                 | 16<br>(51.61%)     |
|     | d. Manual guidance books containing the instructions in automotive industry.                                             | 21<br>(67.74%)     |
|     | e. Audio recording and video about automotive industry.                                                                  | 25<br>(80.65%)     |
| 4.  | <b>Which topics do you want to learn in the English class related to the Auto Body Repair Engineering study program?</b> |                    |
|     | a. Parts of cars                                                                                                         | 22<br>(70.97%)     |
|     | b. The mechanism of cars' engine                                                                                         | 19<br>(61.29%)     |
|     | c. Types of cars                                                                                                         | 16<br>(51.61%)     |
|     | d. Functions of various types of cars                                                                                    | 11<br>(35.48%)     |
|     | e. Car exterior                                                                                                          | 22<br>(70.97%)     |
|     | f. Car interior                                                                                                          | 22<br>(70.97%)     |
|     | g. Performance and technical specifications.                                                                             | 24<br>(77.42%)     |
|     | h. Safety in driving cars                                                                                                | 13<br>(41.94%)     |
|     | i. Car design                                                                                                            | 20<br>(64.52%)     |
|     | j. Car body damage                                                                                                       | 18<br>(58.06%)     |
|     | k. Car body repair process                                                                                               | 25<br>(80.65%)     |
|     | l. Other : Car modification                                                                                              | 1 (3.23%)          |
|     | m. Other : Car history                                                                                                   | 1 (3.23%)          |

**c) Students' learning activities**

| <b>No.</b> | <b>Statements</b>                                                                                                                                          | <b>Strongly Agree</b>    | <b>Agree</b>             | <b>Disagree</b>         | <b>Strongly Disagree</b> | <b>Total</b>           |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------|--------------------------|------------------------|
| 5.         | I like working individually so I can focus more in doing the activity.                                                                                     | -                        | 25 %<br>(11 students)    | 45.16%<br>(14 students) | 19.35%<br>(6 students)   | 100 %<br>(31 students) |
| 6.         | I like working in pairs, so I can discuss the activity with my partner.                                                                                    | 38.71 %<br>(12 students) | 61.29 %<br>(19 students) | -                       | -                        | 100 %<br>(31 students) |
| 7.         | I like working in a small group of 3-5 people so I can discuss with the members of the group.                                                              | 45.16%<br>(14 students)  | 51.61 %<br>(16 students) | 3.23 %<br>(1 student)   | -                        | 100 %<br>(31 students) |
| 8.         | I like working with the whole class.                                                                                                                       | 41.94 %<br>(13 students) | 45.16 %<br>(14 students) | 12.90%<br>(4 students)  | -                        | 100 %<br>(31 students) |
| 9.         | I like the learning activity that promotes my problem-solving skill such as: recommending the most suitable car based on the options and customers' needs. | 22.58 %<br>(7 students)  | 70.97 %<br>(22 students) | 6.45 %<br>(2 student)   | -                        | 100 %<br>(31 students) |
| 10.        | I like the role-play activity , such as: role-play between a technician and a customer about complaints.                                                   | 9.68 %<br>(3 students)   | 70.97 %<br>(22 students) | 19.35 %<br>(6 students) | -                        | 100 %<br>(31 students) |
| 11.        | I like the learning activity that promotes my creative and imagination skill, such as: a project work on making a poster for a new car product.            | 26.67 %<br>(8 students)  | 58.06 %<br>(18 students) | 16.67 %<br>(5 students) | -                        | 100 %<br>(31 students) |

**d) Students' perspectives on the teacher's roles**

| No. | Statements                                                                                                               | Strongly Agree           | Agree                    | Disagree | Strongly disagree | Total                  |
|-----|--------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------|-------------------|------------------------|
| 12. | The explanation given by the teacher helps students to learn English.                                                    | 61.29%<br>(19 students)  | 38.71 %<br>(12 students) | -        | -                 | 100 %<br>(31 students) |
| 13. | The media used by the teacher facilitates students to learn English.                                                     | 54.84 %<br>(17 students) | 45.16 %<br>(14 students) | -        | -                 | 100 %<br>(31 students) |
| 14. | Teachers should give motivation and opportunity to the students to communicate actively and independently using English. | 100 %<br>(31 students)   | -                        | -        | -                 | 100 %<br>(31 students) |
| 15. | Teachers should help students who have problems while learning.                                                          | 100 %<br>(31 students)   | -                        | -        | -                 | 100 %<br>(31 students) |
| 16. | Teachers should help students in correcting their mistakes.                                                              | 100 %<br>(31 students)   | -                        | -        | -                 | 100 %<br>(31 students) |

**e) Students' perspectives on the language laboratory**

| No. | Statements                                                                                                       | Strongly Agree           | Agree                    | Disagree               | Strongly disagree | Total                  |
|-----|------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|------------------------|-------------------|------------------------|
| 17. | The school has a comfortable language laboratory.                                                                | 35.48 %<br>(11 students) | 58.06 %<br>(18 students) | 6.45 %<br>(2 students) | -                 | 100 %<br>(31 students) |
| 18. | The facilities in the language laboratory (such as monitor screen, CPU, mouse, and headset) are well-functioned. | 35.48 %<br>(11 students) | 51.61 %<br>(16 students) | 12.9 %<br>(4 students) | -                 | 100 %<br>(31 students) |

|     |                                                                                                                                                                                            |                          |                          |                          |                        |                        |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|------------------------|------------------------|
| 19. | The learning materials used in the language laboratory (audio and video) are good and appropriate to be used in learning English.                                                          | 45.16 %<br>(14 students) | 48.38 %<br>(15 students) | 6.45 %<br>(2 students)   | -                      | 100 %<br>(31 students) |
| 20. | The learning materials used in the language laboratory (audio and video) has already met the students' needs in learning English related to their study program in vocational high school. | 3.22 %<br>(1 students)   | 16.12 %<br>(5 students)  | 70.96 %<br>(22 students) | 9.67 %<br>(3 students) | 100 %<br>(31 students) |
| 21. | Learning English with the computer and learning multimedia program is more appealing and fun.                                                                                              | 41.64%<br>(13 students)  | 58.06 %<br>(18 students) | -                        | -                      | 100 %<br>(31 students) |
| 22. | The learning activities in the language laboratory gives more motivation to learn English.                                                                                                 | 48.39 %<br>(15 students) | 51.61 %<br>(16 students) | -                        | -                      | 100 %<br>(31 students) |
| 23. | The components in the multimedia learning program such as audio, video, pictures, and text on the computer screen facilitate students to learn English better.                             | 38.71 %<br>(12 students) | 61.29%<br>(19 students)  | -                        | -                      | 100 %<br>(31 students) |
| 24. | I do not have any difficulties in operating the computer well during the English learning activities.                                                                                      | 19.35 %<br>(6 students)  | 74.19 %<br>(23 students) | 6.45 %<br>(2 students)   | -                      | 100 %<br>(31 students) |



### Kuesioner Kebutuhan Belajar Siswa

Kuesioner ini merupakan salah satu instrumen penelitian yang digunakan untuk mengumpulkan data mengenai kebutuhan belajar siswa terkait dalam penggunaan multimedia pembelajaran interaktif. Hasil dari data ini nantinya akan digunakan dalam pembuatan multimedia pembelajaran interaktif pada penelitian dengan judul *“Developing English Interactive Learning Multimedia for the Eleventh Grade Students of the Auto Body Repair Engineering Study Program at SMK N 2 Sleman for Semester 2 in the Academic Year 2012/2013”*.

Kuesioner ini terdiri dari tiga bagian. Bagian A berisi data diri Anda. Contoh:

|                       |                   |
|-----------------------|-------------------|
| 1. Nama               | : <u>PRIMA</u>    |
| 2. Umur               | : <u>16</u> tahun |
| 3. Jenis kelamin      | : <u>P</u> / W    |
| (lingkari salah satu) |                   |

Bagian B terdiri dari beberapa pilihan yang dijawab dengan cara memberikan tanda centang (✓) pada pilihan yang sesuai dan Anda dapat memilih lebih dari satu pilihan. Contoh:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Mengapa Anda belajar Bahasa Inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <input checked="" type="checkbox"/> Saya mempelajari Bahasa Inggris karena itu merupakan mata pelajaran wajib.<br><input checked="" type="checkbox"/> Saya mempelajari Bahasa Inggris supaya dapat mengerjakan soal-soal ujian.<br><input checked="" type="checkbox"/> Saya mempelajari Bahasa Inggris untuk mempersiapkan diri dalam dunia kerja.<br><input type="checkbox"/> Saya mempelajari Bahasa Inggris untuk mempersiapkan diri ke jenjang pendidikan yang lebih tinggi.<br><input type="checkbox"/> Saya mempelajari Bahasa Inggris karena saya tertarik dengan bahasanya.<br><input type="checkbox"/> Saya mempelajari Bahasa Inggris karena saya tertarik dengan budayanya.<br><input type="checkbox"/> Lainnya, _____ |

Bagian C berupa pernyataan-pernyataan yang harus dijawab dengan memilih salah satu jawaban (SS, S, TS, atau STS) dengan memberi tanda centang (✓) pada salah satu kolom jawaban yang disediakan.

Pilih SS jika Anda **sangat setuju** dengan pernyataan yang ada.

Pilih S jika Anda **setuju** dengan pernyataan yang ada.

Pilih TS jika Anda **tidak setuju** dengan pernyataan yang ada.

Pilih STS jika Anda **sangat tidak setuju** dengan pernyataan yang ada.

Contoh :

| No. | Pernyataan                                                                                         | SS | S | TS | STS |
|-----|----------------------------------------------------------------------------------------------------|----|---|----|-----|
| 5.  | Saya menyukai bekerja secara individu sehingga saya bisa lebih fokus dalam mengerjakannya.         |    | ✓ |    |     |
| 6.  | Saya menyukai bekerja sama secara berpasangan sehingga saya dapat berdiskusi dengan pasangan saya. |    | ✓ |    |     |

**A. Tulis data diri Anda di bawah ini.**

1. Nama : Hari Jatmiko
2. Umur : 16 tahun
3. Jenis kelamin : P / W  
(lingkari salah satu)

**B. Berilah tanda centang (✓) pada setiap pilihan yang sesuai (Anda dapat memilih lebih dari satu).**

**Tujuan Belajar Siswa**

1. Mengapa Anda belajar Bahasa Inggris?

- ☒ Saya mempelajari Bahasa Inggris karena itu merupakan mata pelajaran wajib.
- ☐ Saya mempelajari Bahasa Inggris supaya dapat mengerjakan soal-soal ujian.
- ☒ Saya mempelajari Bahasa Inggris untuk mempersiapkan diri dalam dunia kerja.
- ☐ Saya mempelajari Bahasa Inggris untuk mempersiapkan diri ke jenjang pendidikan yang lebih tinggi.
- ☒ Saya mempelajari Bahasa Inggris karena saya tertarik dengan bahasanya.
- ☐ Saya mempelajari Bahasa Inggris karena saya tertarik dengan budayanya.
- ☐ Lainnya, \_\_\_\_\_

2. Dalam situasi seperti apakah Bahasa Inggris akan berguna untuk Anda?

- ☐ Berkomunikasi secara informal mengenai topik sehari-hari.
- ☒ Berkomunikasi secara formal dengan atasan maupun rekan kerja.
- ☐ Membaca artikel dalam Bahasa Inggris.
- ☒ Melihat video maupun mendengarkan audio dalam Bahasa Inggris.
- ☐ Membaca buku panduan manual untuk teknik perbaikan bodi otomotif.
- ☒ Membaca katalog mengenai spesifikasi mobil.
- ☐ Lainnya, \_\_\_\_\_

**Materi Belajar Siswa**

3. Jenis teks bahasa Inggris seperti apa yang Anda ingin pelajari?

- ☐ Teks akademik mengenai ilmu otomotif
- ☒ Artikel mengenai dunia otomotif
- ☐ Katalog produk otomotif
- ☒ Buku petunjuk manual yang berisi instruksi-instruksi dalam industri otomotif
- ☒ Rekaman audio maupun video terkait dunia otomotif
- ☐ Lainnya, \_\_\_\_\_

4. Topik apa yang ingin Anda pelajari di dalam kelas Bahasa Inggris yang berkaitan dengan program keahlian Teknik Perbaikan Bodi Otomotif?

- ☒ Bagian-bagian mobil  
☒ Cara kerja mesin mobil  
☐ Jenis-jenis mobil  
☐ Fungsi berbagai jenis mobil  
☒ Eksterior mobil  
☒ Interior mobil  
☒ Performa dan spesifikasi mobil  
☐ Keamanan dalam mengendarai mobil  
☒ Desain mobil  
☐ Kerusakan pada bodi mobil  
☒ Proses perbaikan bodi mobil  
☐ Lainnya, \_\_\_\_\_

C. Berilah tanda centang (✓) pada salah satu kolom SS, S, TS, atau STS pada pernyataan yang ada pada tabel.

#### Kegiatan Belajar Siswa

| No. | Pernyataan                                                                                                                                                                            | SS | S | TS | STS |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|
| 5.  | Saya menyukai bekerja secara individu sehingga saya bisa lebih fokus dalam mengerjakannya.                                                                                            |    | ✓ |    |     |
| 6.  | Saya menyukai bekerja sama secara berpasangan sehingga saya dapat berdiskusi dengan pasangan saya.                                                                                    | ✓  |   |    |     |
| 7.  | Saya menyukai bekerja sama dalam kelompok kecil (3-5 orang) sehingga saya dapat berdiskusi dengan anggota-anggota dalam kelompok saya.                                                | ✓  |   |    |     |
| 8.  | Saya menyukai kegiatan yang menuntut kerja sama dari seisi kelas.                                                                                                                     | ✓  |   |    |     |
| 9.  | Saya menyukai kegiatan yang menuntut saya memecahkan suatu permasalahan seperti : memilih rekomendasi mobil yang tepat berdasarkan pilihan mobil yang dijual dan kebutuhan pelanggan. | ✓  |   |    |     |
| 10. | Saya menyukai kegiatan berupa <i>role-play</i> , contoh: <i>role-play</i> antara teknisi dengan pelanggan yang mengajukan keluhan.                                                    | ✓  |   |    |     |
| 11. | Saya menyukai kegiatan yang menuntut kemampuan imajinasi dan kreatifitas, example : <i>project work</i> membuat sebuah poster untuk produk mobil baru.                                |    | ✓ |    |     |

#### Peranan Guru

| No. | Pernyataan                                                                                   | SS | S | TS | STS |
|-----|----------------------------------------------------------------------------------------------|----|---|----|-----|
| 12. | Menurut saya, penjelasan yang diberikan oleh guru membantu untuk mempelajari Bahasa Inggris. | ✓  |   |    |     |
| 13. | Menurut saya, media yang digunakan guru                                                      |    | ✓ |    |     |

|     |                                                                                                                                             |  |   |  |  |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|--|
|     | mempermudah siswa mempelajari Bahasa Inggris.                                                                                               |  |   |  |  |
| 14. | Menurut saya, guru memberikan dorongan dan kesempatan kepada siswa untuk berkomunikasi secara aktif dan mandiri menggunakan Bahasa Inggris. |  | ✓ |  |  |
| 15. | Menurut saya, guru membantu siswa yang mengalami kesulitan.                                                                                 |  | ✓ |  |  |
| 16. | Menurut saya, guru membantu memperbaiki kesalahan yang dibuat oleh siswa.                                                                   |  | ✓ |  |  |

### Pembelajaran Bahasa Inggris di Laboratorium Bahasa

| No. | Pernyataan                                                                                                                                                                            | SS | S | TS | STS |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|
| 17. | Menurut saya, sekolah memiliki laboratorium Bahasa Inggris yang nyaman dan memadai.                                                                                                   |    | ✓ |    |     |
| 18. | Menurut saya, fasilitas yang ada di dalam laboratorium Bahasa Inggris (seperti layar monitor, CPU, mouse, dan headset) berfungsi dengan baik.                                         |    | ✓ |    |     |
| 19. | Menurut saya, bahan pelajaran yang ada di laboratorium bahasa (dalam audio dan video) baik dan layak digunakan untuk mempelajari Bahasa Inggris.                                      |    | ✓ |    |     |
| 20. | Menurut saya, bahan pelajaran yang ada di laboratorium bahasa (dalam audio dan video) sudah memenuhi kebutuhan untuk mempelajari Bahasa Inggris sesuai dengan program keahlian siswa. |    |   | ✓  |     |
| 21. | Menurut saya, belajar Bahasa Inggris dengan menggunakan komputer dan program belajar lebih menarik dan menyenangkan.                                                                  |    | ✓ |    |     |
| 22. | Menurut saya, kegiatan belajar Bahasa Inggris di laboratorium bahasa lebih memotivasi saya dalam mempelajari Bahasa Inggris.                                                          |    | ✓ |    |     |
| 23. | Menurut saya, komponen-komponen media seperti audio, video, gambar, dan teks di layar monitor dapat membantu saya mempelajari Bahasa Inggris dengan lebih baik.                       |    | ✓ |    |     |
| 24. | Menurut saya, saya tidak memiliki kesulitan dalam mengoperasikan komputer selama kegiatan pembelajaran Bahasa Inggris di laboratorium bahasa.                                         |    | ✓ |    |     |

*Terima kasih atas ketersediaan Anda dalam mengisi kuesioner ini.*



### Kuesioner untuk Ahli Materi

Diadaptasi dari:

*A checklist for materials evaluation by Hutchinson and Waters (1987:99)*

|              |   |                                                                                                                                                                                                             |
|--------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nama program | : | <i>Developing English Interactive Learning Multimedia for the Eleventh Grade Students of the Auto Body Repair Engineering Study Program at SMK N 2 Sleman for Semester 2 in the Academic Year 2012/2013</i> |
| Developer    | : | Putri Hayu Austina                                                                                                                                                                                          |

#### Keterangan:

SS : Sangat setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat tidak setuju

Berilah tanda centang (✓) pada salah satu kolom SS, S, TS, atau STS pada pernyataan yang ada pada tabel.

#### Poin A : Peserta Didik

| No. | Pernyataan                                                                                           | SS | S | TS | STS | Komentar              |
|-----|------------------------------------------------------------------------------------------------------|----|---|----|-----|-----------------------|
| 1.  | Materi yang dikembangkan sesuai dengan tingkat perkembangan berpikir siswa.                          | ✓  |   |    |     | Sesuai                |
| 2.  | Materi yang dikembangkan sesuai dengan program keahlian siswa, yaitu Teknik Perbaikan Bodi Otomotif. | ✓  |   |    |     | Sangat sesuai         |
| 3.  | Bahasa yang digunakan sudah disesuaikan dengan tingkat perkembangan siswa.                           |    | ✓ |    |     | Bahasa mudah dipahami |



## Poin B : Materi

| No. | Pernyataan                                                                                                                                                                                         | SS | S | TS | STS | Komentar                                                                    |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|-----------------------------------------------------------------------------|
| 4.  | Materi yang dikembangkan sesuai dengan tujuan pembelajaran yang tertera di SKKD.                                                                                                                   |    | ✓ |    |     | Sesuai                                                                      |
| 5.  | Siswa mendapatkan informasi yang jelas mengenai tujuan pembelajaran, <i>language points</i> , dan jenis teks yang akan dicapai dalam setiap unit.                                                  | ✓  |   |    |     | Tujuan pembelajaran, <i>language points</i> dan jenis teks sangat eksplisit |
| 6.  | Materi yang dikembangkan mengintegrasikan seluruh keterampilan berbahasa ( <i>macro-skills</i> ), yaitu: mendengarkan, berbicara, membaca, dan menulis.                                            |    | ✓ |    |     | Empat keterampilan bahasa terintegrasi                                      |
| 7.  | Kegiatan di dalam materi ini mencakup beberapa keterampilan dasar ( <i>micro skills</i> ) dalam keempat keterampilan berbahasa tersebut.                                                           |    | ✓ |    |     | cukup memadai (bila memungkinkan ditambah utk semi guided activitiesnya)    |
| 8.  | Teks bacaan maupun percakapan yang digunakan di dalam materi ini sudah sesuai dengan jenis-jenis teks pada tiap unit. (Materi ini menggunakan <i>discussion text</i> dan <i>procedural text</i> ). | ✓  |   |    |     | Sangat sesuai (walupun masih perlu adaptasi tingkat kompleksitas bahasanya) |
| 9.  | Topik yang digunakan di dalam materi ini sudah sesuai dengan bidang keahlian siswa, yaitu Teknik Perbaikan Bodi Otomotif.                                                                          | ✓  |   |    |     | Sangat sesuai                                                               |
| 10. | Materi yang dikembangkan tersusun secara sistematis sesuai dengan topik yang diangkat dalam unit tersebut.                                                                                         |    | ✓ |    |     | Susunan sudah sistematis                                                    |

|     |                                                                                                                               |   |   |  |  |                                                         |
|-----|-------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|---------------------------------------------------------|
| 11. | Materi yang dikembangkan tersusun secara sistematis sesuai dengan <i>language points</i> yang akan dicapai dalam setiap unit. | ✓ |   |  |  | Susunan sistematis dan sesuai dg <i>language points</i> |
| 12. | Perintah di dalam setiap kegiatan dijabarkan dengan baik dan jelas.                                                           |   | ✓ |  |  | Perintah mudah dipahami                                 |
| 13. | Penjelasan mengenai materi dijabarkan dengan baik dan jelas.                                                                  |   | ✓ |  |  | Materi dijabarkan dgn jelas dan lengkap                 |
| 14. | Bahasa yang digunakan di dalam materi ini baik dan tepat.                                                                     |   | ✓ |  |  | Bahasa baik meskipun msh perlu ditingkatkan akurasi     |
| 15. | Penyampaian ide, gagasan, atau materi menggunakan bahasa yang mudah dipahami.                                                 | ✓ |   |  |  | Bahasa sangat mudah dipahami                            |

### Poin C : Metodologi

| No. | Pernyataan                                                                                                                                                | SS | S | TS | STS | Komentar                                                |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|---------------------------------------------------------|
| 16. | Kegiatan di dalam materi ini tersusun secara bertahap sesuai dengan 4 tahap utama di dalam <i>genre-based approach</i> , yaitu: BKO, MOT, JCOT, dan ICOT. | ✓  |   |    |     | Sangat sesuai                                           |
| 17. | Penyusunan materi sudah sesuai dengan tujuan pembelajaran yang ingin dicapai pada setiap unit.                                                            | ✓  |   |    |     | Sangat sesuai                                           |
| 18. | Latihan dan kegiatan yang terdapat di materi disusun secara bertahap dari <i>guided</i> menjadi <i>free</i> .                                             |    | ✓ |    |     | Susunan sudah runtut (hanya perlu ditambah kegiatannya) |
| 19. | Latihan dan kegiatan yang terdapat di materi disusun secara bertahap untuk mengukur kemampuan <i>receptive</i> kemudian <i>productive</i> .               |    | ✓ |    |     | Susunan sudah baik                                      |
| 20. | Latihan dan kegiatan yang terdapat di materi disusun secara bertahap untuk memberikan                                                                     | ✓  |   |    |     | Sangat baik. Ada kegiatan berpasangan & kelompok.       |



|     |                                                                                                                                |   |   |  |  |                                          |
|-----|--------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|------------------------------------------|
|     | kesempatan pada peserta didik untuk bekerjasama dengan seluruh kelas, berkelompok, berpasangan, maupun individu.               |   |   |  |  |                                          |
| 21. | Media yang tersedia (berupa audio, video, dan gambar) sudah sesuai dengan materi yang disampaikan.                             | ✓ |   |  |  | Sangat sesuai dg materi                  |
| 22. | Tersedia contoh dan latihan yang sesuai dengan materi yang dibahas dalam unit tersebut.                                        | ✓ |   |  |  | Contoh sangat tersedia & jelas           |
| 23. | Tersedia pertanyaan atau kegiatan yang sesuai untuk mengecek tingkat pemahaman siswa terhadap teks atau materi yang diberikan. |   | ✓ |  |  | sesuai utk mengecek pemahaman siswa      |
| 24. | Materi ini mencakup materi tambahan atau pendukung di dalam setiap unit yang disusun dengan baik, rapi, dan sistematis.        | ✓ | ✓ |  |  | Materi tambahan/pendukung sangat memadai |
| 25. | Tersedia daftar kata di dalam setiap unit yang disertai dengan keterangan tambahan yang cukup untuk mendukung pemahaman siswa. | ✓ |   |  |  | sangat baik (tersedia & lengkap)         |

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

nama : Nunik Sugesti, M.Hum.  
 NIP : 19710616 200604 2 001  
 institusi : Fakultas Bahasa dan Seni / Universitas Negeri Yogyakarta  
 bidang keahlian : materi/isi

menyatakan bahwa program *interactice learning multimedia* sebagai hasil skripsi dengan judul *Developing English Interactive Learning Multimedia for the Eleventh Grade Students of the Auto Body Repair Engineering Study Program at SMK N 2 Sleman for Semester 2 in the Academic Year 2012/2013* dari mahasiswa:

nama : Putri Hayu Austina  
 NIM : 08202241025

telah siap/~~belum siap~~\* diujicobakan dengan menambahkan beberapa saran berikut:

- Beberapa kesalahan tata bahasa perlu diperbaiki.
- Kesalahan ejaan juga masih banyak ditemui maka perlu direvisi terlebih dahulu.
- Semi guided activities masih kurang. Bila memungkinkan ditambah

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator / Validator



Nunik Sugesti, M.Hum.  
 NIP. 19710616 200604 2 001

\*coret yang tidak perlu

### Kuesioner untuk Ahli Media

diadaptasi dari:  
*Evaluation Form*  
 by M. Alessi and Standley R. Trolip, 2000.

Nama program : *Developing English Interactive Learning Multimedia for the Eleventh Grade Students of the Auto Body Repair Engineering Study Program at SMK N 2 Sleman for Semester 2 in the Academic Year 2012/2013*

Developer : Putri Hayu Austina

#### Keterangan:

SS : Sangat setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat tidak setuju

Berilah tanda centang (✓) pada salah satu kolom SS, S, TS, atau STS pada pernyataan yang ada pada tabel.

#### Isi Materi

| No. | Pernyataan                                                                                      | SS | S | TS | STS | Komentar |
|-----|-------------------------------------------------------------------------------------------------|----|---|----|-----|----------|
| 1.  | Materi yang ada di dalam multimedia ini sesuai dengan tujuan pembelajaran.                      | ✓  |   |    |     |          |
| 2.  | Materi yang ada di dalam multimedia ini disajikan secara terstruktur.                           | ✓  |   |    |     |          |
| 3.  | Materi yang ada di dalam multimedia ini disajikan secara akurat..                               | ✓  |   |    |     |          |
| 4.  | Materi yang ada di dalam multimedia ini menggunakan pemilihan kata dan tata bahasa yang baik.   | ✓  |   |    |     |          |
| 5.  | Penggunaan materi bacaan di dalam multimedia ini disesuaikan dengan tingkat kemampuan siswa SMK | ✓  |   |    |     |          |



|    |                                                                                                              |   |  |  |  |                                                                                    |
|----|--------------------------------------------------------------------------------------------------------------|---|--|--|--|------------------------------------------------------------------------------------|
|    | kelas 2 pada umumnya.                                                                                        |   |  |  |  |                                                                                    |
| 6. | Materi yang ada di dalam multimedia ini menggunakan kata-kata khusus ( <i>technical terms</i> ) yang sesuai. | ✓ |  |  |  |                                                                                    |
| 7. | Penggunaan tanda baca dan tata bahasa dalam materi di multimedia ini sudah sesuai dengan aturan yang ada.    | ✓ |  |  |  | lebrp belan                                                                        |
| 8. | Terdapat daftar kata baru pada setiap unit materi untuk membantu siswa memahami materi tersebut.             | ✓ |  |  |  | Why should there be<br>for Indonesian translation<br>for each new word in English? |

### Informasi terkait materi dan multimedia

| No. | Pernyataan                                                                                                                                             | SS | S | TS | STS | Komentar |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|----------|
| 9.  | Terdapat bagian pembukaan ( <i>introduction</i> ) yang menjelaskan tentang materi di setiap unit.                                                      | ✓  |   |    |     |          |
| 10. | Terdapat petunjuk yang jelas untuk menuju ke bagian-bagian di dalam multimedia ini.                                                                    | ✓  |   |    |     |          |
| 11. | Terdapat fasilitas <i>help</i> (bantuan) untuk memberikan penjelasan terkait permasalahan yang mungkin dialami siswa dalam menggunakan multimedia ini. | ✓  |   |    |     |          |
| 12. | Terdapat rangkuman materi dalam setiap unit di multimedia ini.                                                                                         | ✓  |   |    |     |          |

### Tampilan

| No. | Pernyataan                                                                   | SS | S | TS | STS | Komentar |
|-----|------------------------------------------------------------------------------|----|---|----|-----|----------|
| 13. | Tampilan dari layar monitor jelas, interaktif, dan informatif.               | ✓  |   |    |     |          |
| 14. | Variasi warna dan penataan tampilan dalam multimedia ini selaras dan serasi. |    | ✓ |    |     |          |
| 15. | Tulisan dapat dibaca                                                         |    |   |    |     |          |



|     |                                                                                                                   |   |   |  |  |                                                                                |
|-----|-------------------------------------------------------------------------------------------------------------------|---|---|--|--|--------------------------------------------------------------------------------|
|     | dengan jelas.                                                                                                     |   | C |  |  | Subjika belati kecil                                                           |
| 16. | Animasi dan gambar di dalam multimedia ini disajikan dengan rapi.                                                 | ✓ |   |  |  | Terdapat banyak variasi font type & size untuk animasi yg sampai di unit lain. |
| 17. | Gambar, suara, maupun video yang digunakan di dalam multimedia ini sesuai dengan materi.                          |   | ✓ |  |  |                                                                                |
| 18. | Gambar, suara, maupun video yang digunakan di dalam multimedia ini memiliki kualitas gambar dan suara yang bagus. |   | ✓ |  |  |                                                                                |
| 19. | Tata letak teks dan gambar diatur dengan rapi.                                                                    |   | ✓ |  |  |                                                                                |

### Navigasi

| No. | Pernyataan                                                                                                                            | SS | S | TS | STS | Komentar                                 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------|----|---|----|-----|------------------------------------------|
| 20. | Navigasi yang ada di dalam multimedia ini mudah untuk dipahami dan digunakan.                                                         | ✓  |   |    |     |                                          |
| 21. | Tombol-tombol ( <i>menu</i> , <i>next</i> , <i>back</i> , dll) dapat berfungsi dengan baik.                                           | ✓  |   |    |     |                                          |
| 22. | Terdapat tombol <i>home</i> pada setiap <i>scene</i> multimedia ini sehingga memudahkan siswa untuk kembali ke menu utama kapan saja. | ✓  |   |    |     | Pertimbangan bbrp tombol penting lain,   |
| 23. | Terdapat tombol <i>exit</i> pada setiap <i>scene</i> multimedia ini sehingga memudahkan siswa untuk keluar kapan saja.                | ✓  |   |    |     | esp. bila menggunakan kata "Interactive" |

### Pedagogi

| No. | Pernyataan                                                                | SS | S | TS | STS | Komentar |
|-----|---------------------------------------------------------------------------|----|---|----|-----|----------|
| 24. | Metodologi pengajaran yang digunakan dalam multimedia ini sudah sesuai.   |    | ✓ |    |     |          |
| 25. | Aktifitas dan latihan dalam multimedia ini membantu siswa untuk aktif dan |    | ✓ |    |     |          |

|     |                                                                                                                |   |   |  |  |  |
|-----|----------------------------------------------------------------------------------------------------------------|---|---|--|--|--|
|     | interaktif dalam proses belajar.                                                                               |   |   |  |  |  |
| 26. | Siswa mendapatkan jumlah informasi yang cukup untuk mendukung proses belajar.                                  | ✓ |   |  |  |  |
| 27. | Multimedia ini memberikan siswa kesempatan untuk melatih strategi belajar mereka ( <i>learning strategy</i> ). |   | ✓ |  |  |  |
| 28. | Siswa diberikan kontrol yang cukup dalam menggunakan multimedia ini.                                           | ✓ |   |  |  |  |
| 29. | Pertanyaan yang diajukan kepada siswa serta cara menjawabnya ditampilkan dengan jelas dan mudah dilaksanakan.  | ✓ |   |  |  |  |
| 30. | Siswa diberi umpan balik ( <i>feedback</i> ) dalam setiap latihan.                                             | ✓ |   |  |  |  |

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

nama : Ari Purnawan, M.Pd., M.A.

NIP : 19710123 200112 1 002

institusi : Fakultas Bahasa dan Seni / Universitas Negeri Yogyakarta

bidang keahlian : media

Menyatakan bahwa program *interactice learning multimedia* sebagai hasil skripsi dengan judul *Developing English Interactive Learning Multimedia for the Eleventh Grade Students of the Auto Body Repair Engineering Study Program at SMK N 2 Sleman for Semester 2 in the Academic Year 2012/2013* dari mahasiswa:

nama : Putri Hayu Austina

NIM : 08202241025

telah siap/~~belum siap~~\* diujicobakan dengan menambahkan beberapa saran berikut:

- mempertimbangkan kata "interactive"
- memperbaiki semua saran di atas

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator / Validator



Ari Purnawan, M.Pd., M.A.  
19710123 200112 1 002

\*coret yang tidak perlu

# **APPENDIX F:**

## **THE USER GUIDE BOOK**

The User Guide Book of the Interactive  
Learning Multimedia

## BAGIAN 1

### MULTIMEDIA PEMBELAJARAN INTERAKTIF

#### A. Penjelasan tentang Multimedia Pembelajaran Interaktif

Multimedia Pembelajaran Interaktif ini (selanjutnya akan disingkat MPI) berisi materi pembelajaran bahasa Inggris untuk siswa SMK kelas XI program keahlian Teknik Perbaikan Bodi Otomotif. MPI ini mencakup 2 kompetensi dasar, yaitu “mengungkapkan berbagai macam maksud hati” dan “memahami instruksi-instruksi sederhana”. Kedua kompetensi dasar ini ditampilkan melalui 2 unit, yaitu “Unit 1 : What car do you recommend?” dan “Unit 2: Can you help me fix this problem?”.

Setiap unit terdiri dari 5 bagian, yaitu “Oral Cycle”, “Written Cycle”, “Summary”, “Glossary”, dan “Vocabulary Enrichment”. *Oral Cycle* merupakan tahapan di mana siswa akan mempelajari kemampuan menyimak (*listening skill*) dan kemampuan berbicara (*speaking skill*). Pada tahapan kedua, *Written Cycle*, siswa akan mempelajari kemampuan membaca (*reading skill*) dan kemampuan menulis (*writing skill*). Setiap *cycle* memiliki 4 tahapan yang akan membantu siswa membangun konteks serta melakukan aktifitas-aktifitas secara bertahap di dalamnya. Keempat tahapan ini mengacu pada tahapan pembelajaran yang digunakan dalam *Genre-based approach*, yaitu *BKOF* (*Building Knowledge of the Field*), *MOT* (*Modelling of the Text*), *JCOT* (*Joint Construction of the Text*), dan *ICOT* (*Independent Construction of the Text*).

#### B. Syarat Sistem (*System Requirements*)

MPI ini dibuat dengan menggunakan sebuah *authoring software* (peranti lunak untuk membangun web maupun program) bernama *Lectora Inspire 11.2*. Berikut ini adalah persyaratan minimum yang harus dipenuhi untuk menjalankan program dengan baik:

1. Intel atau AMD *processor*, minimum 1 GHz.
2. 1 GB *available RAM*
3. 150 MB *hard drive space*
4. 1024 x 768 *display resolution*
5. USB *headset*
6. *High-speed Internet Connection*
7. Sistem Operasi (*Operating System*) menggunakan salah satu di bawah ini:
  - Microsoft Windows XP
  - Microsoft Windows Vista
  - Microsoft Windows 7
  - Microsoft Windows 8
8. Peramban web (*Web Browser*) menggunakan salah satu di bawah ini:
  - Microsoft Internet Explorer 7.0 atau versi yang lebih baru



- Mozilla Firefox™
  - Google Chrome™
9. Flash player 10.0 atau versi yang lebih baru

### C. Program Tambahan


Terdapat 4 program tambahan di dalam MPI ini. Keempat program tersebut adalah:

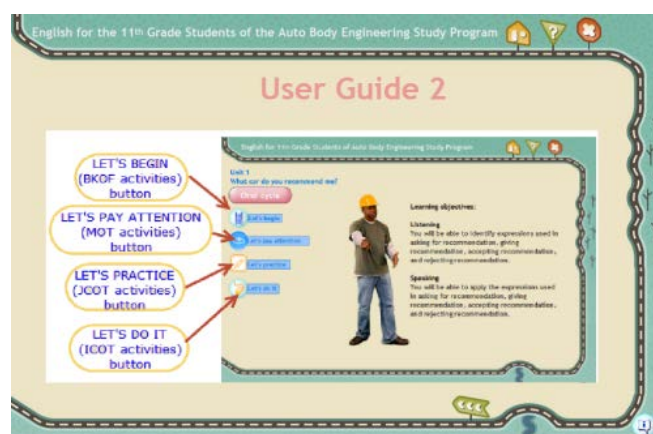
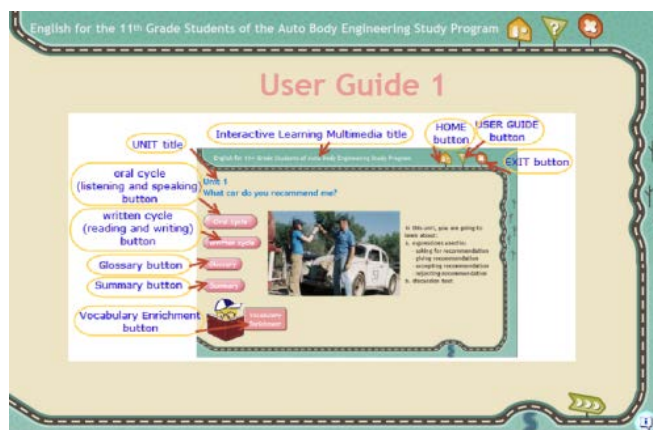
1. *Skype*
2. *Amolto Recorder*
3. *Record Pad*
4. *Grammar Checker*

## BAGIAN 2


### TOMBOL-TOMBOL BANTUAN

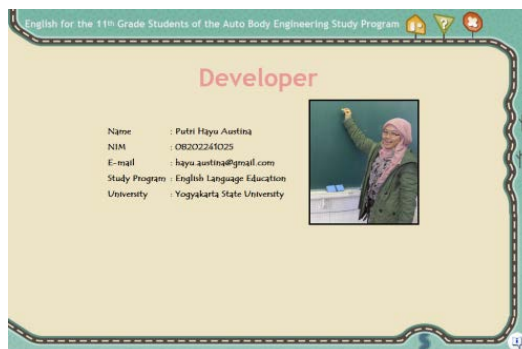
#### A. Petunjuk Penggunaan MPI

Tombol  berfungsi untuk menampilkan petunjuk bagi pengguna (*User Guide*) mengenai bagian-bagian di dalam MPI. Berikut ini adalah tampilan layar dari *User Guide*:






## B. Tombol Informasi tentang *Developer*


Tombol  berfungsi untuk menampilkan profil *developer* dari MPI ini. Berikut ini adalah tampilan layar dari profil *developer*:




## C. Penggunaan Tombol (*button*)

Tombol-tombol yang ada dalam MPI ini terdiri dari *transparent button*, *stock button*, dan *text button*. Setiap kursor panah  yang berada pada area tombol akan berubah menjadi kursor jari .

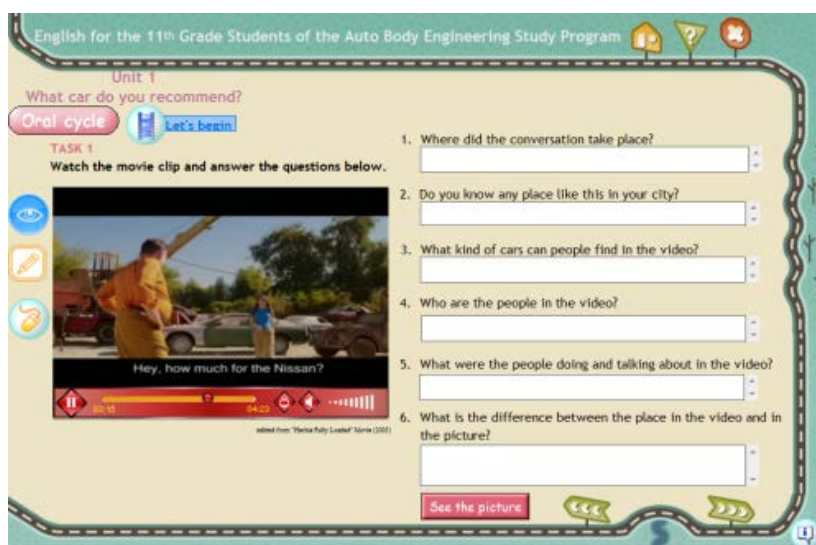
Tombol  berfungsi untuk menampilkan *main menu* atau menu utama. Tombol ini ada pada setiap layar MPI.


Tombol  berfungsi untuk mengarahkan *user* ke halaman berikutnya.


Tombol  berfungsi untuk mengarahkan *user* ke halaman sebelumnya.


## D. Penggunaan Kontrol dalam *Audio* dan *Video player*


Berikut ini adalah tampilan dari *audio* dan *video player* yang terdapat dalam MPI ini.



Tombol  berfungsi untuk menjalankan *audio* atau *video*.

Tombol  berfungsi untuk menghentikan sejenak *audio* atau *video*.

*Playing bar*  berfungsi untuk memajukan atau memundurkan posisi *audio* atau *video*.

*Volume bar*  berfungsi untuk mengatur besar atau kecilnya volume suara.

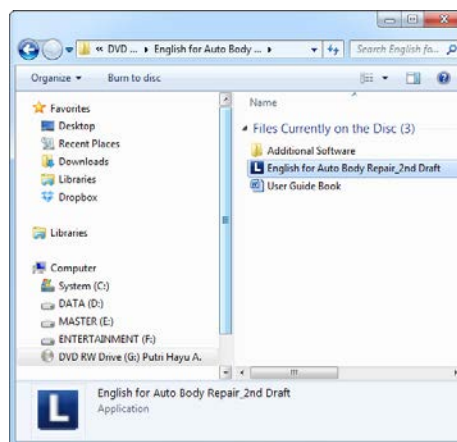
Tombol  berfungsi untuk menampilkan *video* dengan layar penuh.

### BAGIAN 3

#### Memulai Penggunaan MPI

##### A. Memulai MPI

Buka lokasi di mana file single *.exe* berada. File ini memiliki tipe *application* dan berukuran 141 MB. *Double-click* pada *icon* tersebut.



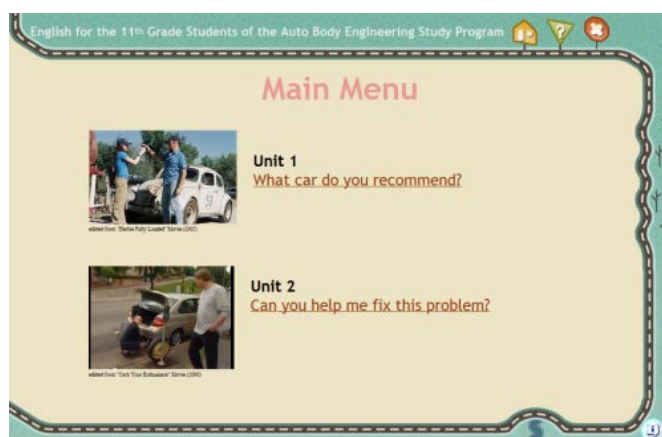
Pada layar pertama akan muncul *title screen* yang menunjukkan judul dan gambar serta tombol untuk memulai MPI ini.

Tombol  akan mengarahkan *user* masuk ke dalam MPI ini.




### B. Menggunakan “Home”

Layar *Home* menampilkan *main menu* atau menu utama dari MPI ini. Terdapat dua pilihan unit yang dapat di-klik.





### C. Menggunakan “Unit Menu”

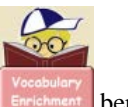

Layar *Unit Menu* menampilkan tujuan dan menu-menu yang tersedia di dalam setiap unit.

Tombol  berfungsi untuk mengarahkan *user* ke bagian *oral cycle*.

Tombol  berfungsi untuk mengarahkan *user* ke bagian *written cycle*.



Tombol  berfungsi untuk mengarahkan *user* ke bagian *glossary*.



Tombol  berfungsi untuk mengarahkan *user* ke bagian *summary*.



 Tombol  berfungsi untuk mengarahkan *user* ke bagian *Vocabulary Enrichment*.



#### D. Menggunakan “Cycle Menu”

Layar *Cycle Menu* menampilkan tujuan dan menu-menu yang tersedia di dalam setiap *cycle*.

Tombol  atau  berfungsi untuk mengarahkan *user* ke bagian *Let's begin* yang mencakup sejumlah *tasks* di dalam BKOF.

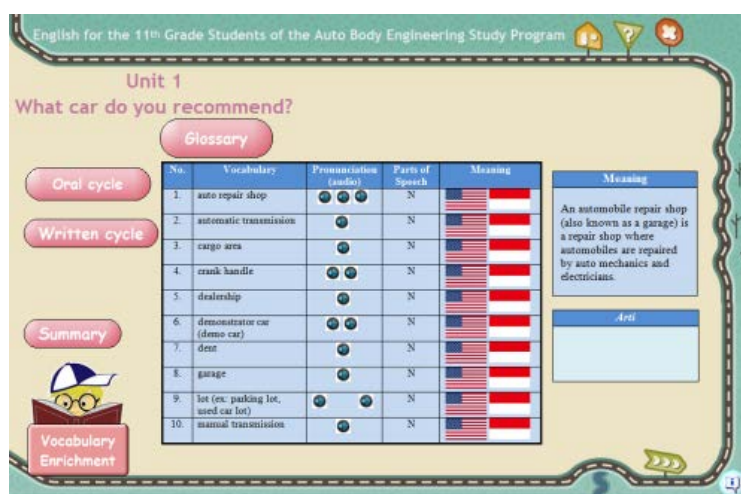
Tombol  atau  berfungsi untuk mengarahkan *user* ke bagian *Let's pay attention* yang mencakup sejumlah *tasks* di dalam MOT.

Tombol  atau  berfungsi untuk mengarahkan *user* ke bagian *Let's practice* yang mencakup sejumlah *tasks* di dalam JCOT.

Tombol  atau  berfungsi untuk mengarahkan *user* ke bagian *Let's do it* yang mencakup sejumlah *tasks* di dalam ICOT.

#### E. Menggunakan “Glossary”

Layar *Glossary* menampilkan daftar kosa kata yang muncul di dalam setiap unit. Daftar ini dilengkapi dengan *audio* cara pengucapan dan definisi kata tersebut dalam bahasa Inggris maupun bahasa Indonesia.



English for the 11<sup>th</sup> Grade Students of the Auto Body Engineering Study Program


Unit 1  
What car do you recommend?


Glossary


| No. | Vocabulary                          | Pronunciation (audio) | Parts of Speech | Meaning |
|-----|-------------------------------------|-----------------------|-----------------|---------|
| 1.  | auto repair shop                    |                       | N               |         |
| 2.  | automatic transmission              |                       | N               |         |
| 3.  | cargo area                          |                       | N               |         |
| 4.  | crank handle                        |                       | N               |         |
| 5.  | dealership                          |                       | N               |         |
| 6.  | demonstrator car (demo car)         |                       | N               |         |
| 7.  | dent                                |                       | N               |         |
| 8.  | garage                              |                       | N               |         |
| 9.  | lot (ex. parking lot, used car lot) |                       | N               |         |
| 10. | manual transmission                 |                       | N               |         |

Meaning: An automobile repair shop (also known as a garage) is a repair shop where automobiles are repaired by auto mechanics and electricians.

Arti:



Tombol  berfungsi untuk menjalankan *audio* cara mengucapkan kata atau frasa di dalam daftar *vocabulary*.

Tombol  berfungsi untuk menampilkan definisi dari kata atau frasa tersebut dalam Bahasa Inggris.

Tombol  berfungsi untuk menampilkan definisi dari kata atau frasa tersebut dalam Bahasa Indonesia.






#### F. Menggunakan “Summary”



Layar *Summary* menampilkan rangkuman materi dari setiap unit. *Summary* terdiri dari dua halaman. Halaman pertama menampilkan rangkuman materi dari *oral cycle* dan halaman kedua menampilkan rangkuman materi dari *written cycle*. Gunakan tombol  atau  untuk menuju ke halaman sebelumnya atau setelahnya.

#### G. Menggunakan “Vocabulary Enrichment”

Layar *Vocabulary Enrichment* menampilkan *technical terms* dalam setiap unit. Setiap *vocabulary enrichment* terdiri dari beberapa bagian materi. Tombol-tombol di sebelah kanan judul *Vocabulary Enrichment* menunjukkan bagian-bagian materi di dalamnya. Setiap materi terdiri dari *vocabulary list* dan *exercise*.



Ketiga tombol ini    berfungsi untuk mengarahkan *user* menuju ke 3 bagian materi di dalam *Vocabulary Enrichment*, yaitu: *Types of car*, *Exterior*, dan *Interior*.

Tombol  dan  berfungsi untuk mengarahkan *user* kembali ke menu pada unit 1 ataupun unit 2.

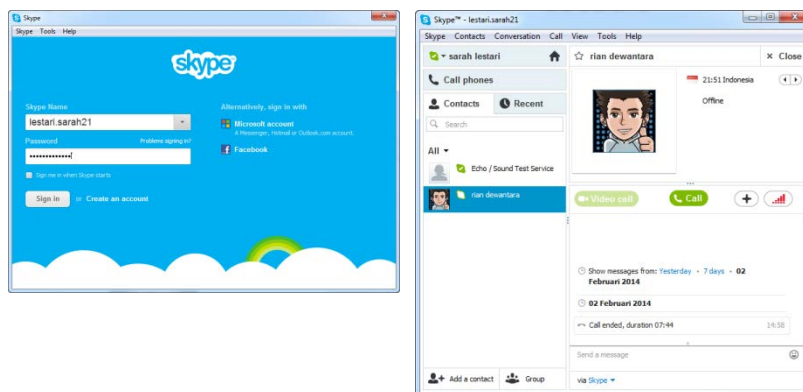
#### H. Menggunakan program tambahan (*attached program*)

Beberapa program tambahan yang disebutkan di bawah ini digunakan untuk memberikan *features* tambahan sehingga dapat meningkatkan daya interaktif *user* saat menggunakan MPI ini.

## 1. Skype

Skype digunakan dalam Task 13 dan 14 pada Unit 1 Oral Cycle. Melalui Skype, *user* dapat melakukan *Voice Call* dengan *user* lain.

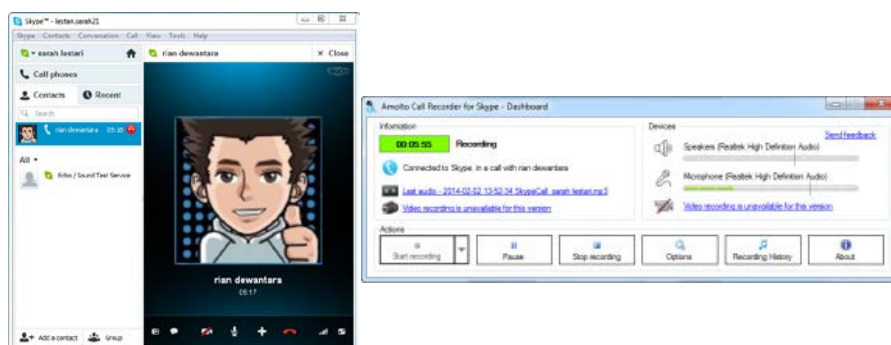
Tombol **Phone Lines** berfungsi untuk membuka program Skype melalui tombol di MPI. Setelah program ini dibuka, *user* diminta untuk memasukkan *Skype account* dan *password* mereka.




Selanjutnya, apabila akun sudah diaktifkan, *user* dapat mulai menggunakan Skype untuk menghubungi *user* lain dalam setiap kegiatan berpasangan (*pair works*).

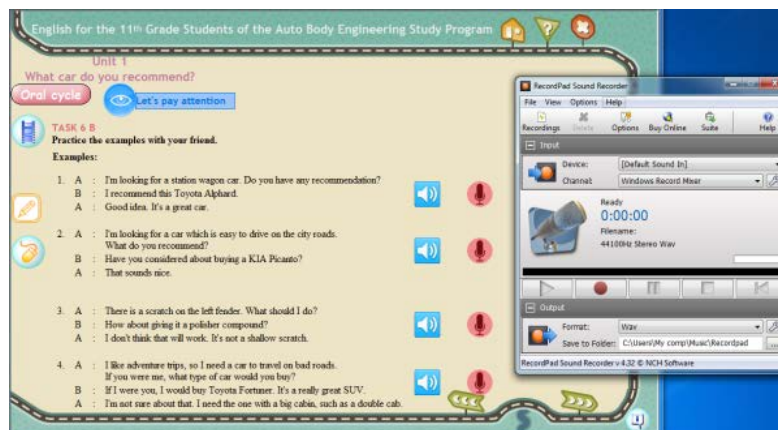
## 2. Amolto Recorder

*Amolto Recorder* merupakan program tambahan pada Skype yang berfungsi untuk merekam *voice call* yang dilakukan melalui Skype. Program ini akan secara otomatis merekam pembicaraan sejak awal dimulainya *voice call*. Hasil rekaman nantinya dapat diputar ulang untuk didengarkan kembali.

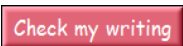



### 3. RecordPad

*RecordPad* adalah program untuk merekam suara. *User* dapat menggunakan program ini untuk merekam suaranya saat melatih *speaking skill*. Tombol  berfungsi untuk membuka program tambahan *RecordPad*.



### 4. Grammar Checker

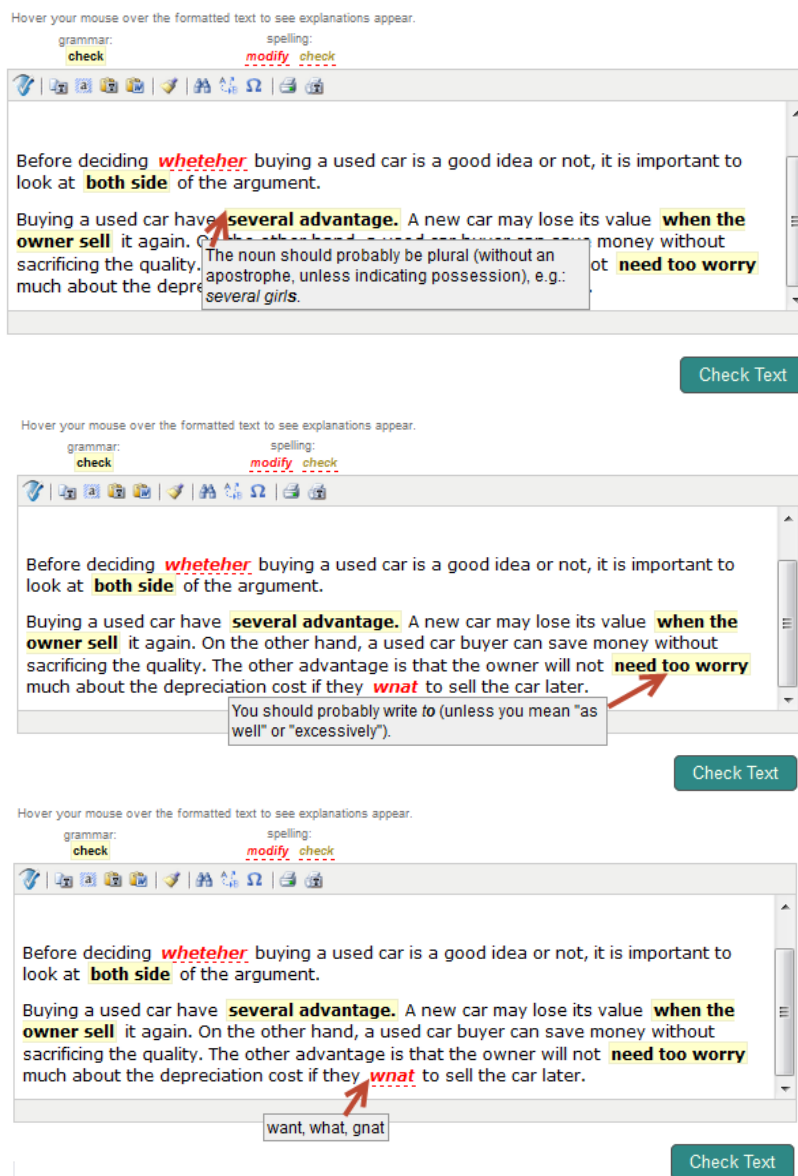
*Grammar Checker* merupakan fasilitas dari sebuah website beralamatkan [www.spellcheckplus.com](http://www.spellcheckplus.com). Di sini *user* dapat memeriksa *grammar* dan ejaan mereka. Tombol  berfungsi untuk mengarahkan *user* ke *website* tersebut.

Apabila *website* sudah dibuka, *user* akan diminta untuk meng-copy and paste tulisan mereka atau mengetikkan sendiri ke dalam kotak yang disediakan. Setelah itu klik tombol . *Website* membutuhkan waktu beberapa saat untuk melakukan proses pengecekan.



Setelah beberapa saat, *website* ini akan memunculkan hasil pengecekan. Hasil pengecekan yang ditampilkan dengan cetak tebal dan *highlight* kuning merupakan kesalahan menyangkut *grammar* atau tata bahasa. Di sisi lain, hasil pengecekan yang ditampilkan dengan cetakan warna merah


merupakan kesalahan menyangkut *spelling* atau ejaan. Arahkan kursor ke bagian-bagian yang telah diperbaiki untuk dapat melihat penjelasan lebih lanjut mengenai kesalahan penulisan.



#### BAGIAN 4

##### Keluar dari MPI



Tombol  digunakan untuk keluar dari MPI ini. User dapat menemukan tombol ini di dalam setiap layar. Karena keterbatasan *software Lectora Inspire 11.2* yang digunakan untuk mengembangkan MPI ini, setiap input yang telah dimasukkan oleh user ke dalam MPI akan terhapus apabila user keluar dari program.